

**AWARENESS, ACCESS, AND PERCEIVED EFFECTIVENESS OF THE MARKETING
STRATEGIES OF LIBRARY RESOURCES AND SERVICES AMONG FAITH-BASED
HEIs IN MINDANAO: A BASIS FOR ENHANCING/DEVELOPING LIBRARY
MARKETING PLAN**

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**MASTER IN LIBRARY AND INFORMATION SCIENCE
with specialization in Theological Librarianship**

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APPROVAL SHEET – A

This thesis entitled, “**Awareness, Access, and Perceived Effectiveness of the Marketing Strategies of Library Resources and Services among Faith-based HEIs in Mindanao: A Basis for Enhancing/Developing Library Marketing Plan**” prepared and submitted by **WILSON JAMES RAMA LIMOS** in partial fulfillment of the requirements for the degree **MASTER IN LIBRARY AND INFORMATION SCIENCE with specialization in Theological Librarianship** has been examined and is recommended for acceptance and approval for **ORAL EXAMINATION**.

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“Awareness, Access, and Perceived Effectiveness of the Marketing Strategies of Library Resources and Services among Faith-based HEIs in Mindanao: A Basis for Enhancing/Developing Library Marketing Plan”

by

WILSON JAMES RAMA LIMOS

ABSTRACT

Libraries promote and market to patrons on how to find and use effectively the library resources and services. This study was conducted to determine the awareness, access, and perceived effectiveness of marketing strategies of library resources and services among college students. The sample size of 338 respondents was obtained from the three different colleges in faith-based HEIs in Mindanao with a total population of 2,785 students. The descriptive-correlational research was employed using stratified sampling. The researcher-made instrument was used to collect the data. Result shows that the respondents were most aware of and had access to library orientations, social media, bulletin boards, library/school websites, emails, classroom instructions, charts, library tours, and library week/day. While social media, charts, book launchings, classroom instructions, library manuals/handbook, pathfinders, bulletin boards, library orientations, electronic bulletin boards, library/school websites, and exhibits/displays were perceived to be the most highly effective marketing strategies of library resources and services. Result also shows that the year level of the respondents is associated with awareness of the marketing strategies of library resources and services under events only. College of the respondents is significantly associated with awareness of the marketing strategies of library resources under the three categories. Year level and college of the respondents is associated with access to the marketing strategies of

library resources under events. College and age of the respondents are associated with access to the marketing strategies of library resources services under print materials, digital media and events. The college of the respondents is associated with perceived effectiveness of the marketing strategies of library resources under events. Furthermore, the gender of the respondents is associated with perceived effectiveness of the marketing strategies of library services under events. Respondents' awareness is associated with access to the marketing strategies of library resources and services under print materials, digital media and events. Moreover, respondents' awareness is associated with perceived effectiveness of the marketing strategies of library resources and services under events. Respondents' access is associated with the perceived level of effectiveness of the marketing strategies of library resources under events. Moreover, respondents' access is associated with the perceived level of effectiveness of the marketing strategies of library resources under digital media and events. It is recommended that the librarians of the three colleges will intensify the use of the marketing strategies under the three categories to increase the awareness and access of the students. A sample marketing plan is prepared as a result of the study.

CHAPTER 1

INTRODUCTION

Background and Rationale of the Study

Managing library resources and services should be based on users' preferences, academic needs, and purposes. Regardless of the physical or virtual system of library's framework of collection and services, the library is not only deemed to achieve the university/college objectives, mission, and vision, but also the way on how important entities know about the means of library usage and access towards its library resources and services. With the emergence and continuous shift in professions, library management has also faced a paradigm shift on library set-ups from traditional physical formats to online counterparts. Adjustment among professions will be affected by the changes in how the mode of information will be transferred and received from being traditional to an online format. With the emergence and advancement of technology, there is also the continuing rate of increase in the availability of information resources and a corresponding increase of demands by users for their satisfaction with their information needs. Library resources and services have become easier to deal with since information can be conveniently retrieved through different online platforms over the internet.

Some studies have revealed that there has been a decline in the usage of academic libraries. Users of the library in the higher educational level prefer to use search engines rather than physical library resources; as a result, libraries are no longer the sole primary provider of information (Alian, 2012; Jenny, 2016; Perez, 2010). Moreover, a report on the utilization of libraries included in this study, particularly College A, from June to December 2018 revealed that only 9% of the population who were using

the library on a daily basis. The library has a seating capacity of 536, and only around 170 users are using the library. It is only around 30% of the library capacity is being used. Furthermore, in the report of accreditation of the Association of Theological Education in South East Asia (ATESEA) during their visit to the college last 2014, they noted that the library was underutilized. Based on the report on College B dated June – October 2018, there were around 8% of the population (50-60 users) who were using the library on a daily basis. The library has a seating capacity of 300, and it means that only around 20% of its seating capacity was being utilized. On the other hand, the library report of College C (2017) revealed that almost 15% of the population were using the library. This is around 50 users a day in a library with a seating capacity of 80. From the given report, it shows that the faith-based HEI libraries are not being fully utilized. This can be attributed to users' preference to use the internet as their primary source of information and not the library anymore.

The classroom has been described as the head, the chapel as the heart, and the library as the spirit, the breath (England & England, 2001). It implies that the library gives life to the educational process inside the academic institution; therefore, there has, historically, been little need for the marketing of its resources and services. As time goes by, with the development of technology and information explosion, libraries have begun to creatively market to patrons on how to find and use effectively the library, and recognize the benefits of using the libraries. Nevertheless, even with the advent of new technologies in the library, the marketing, promotional activities, and services offered have remained traditional. This has been primarily affected by the limited budget, which may have also restricted the use of innovative and new marketing strategies (Libo, 2015).

The faith-based HEIs in Mindanao are dependent on small-generated funds and donations. Their respective libraries are dependent on the library fees of the students, and they have to tighten budget allocations to sustain their operations. The faith-based HEIs in Mindanao are serving the students, faculty and staff, ministers and members of the church who wish to use the library. The marketing tools that they are currently using to market library resources and services are print materials, digital media, and library events. Like other academic libraries, faith-based HEI libraries undertake library orientation every semester to inform and update the students about the library resources and services that they can avail. Aside from library orientation, they also use brochures and flyers about their library. They feature new library acquisitions to encourage readers to read the materials through book displays and exhibitions. To further market their new collections, the libraries post the list of newly acquired materials at the bulletin boards. Every end of the semester, the library of College A library awards the top users of the library with certificates in appreciation for using the library.

Moreover, online platforms also are utilized to market the library. Each library has social media accounts where they regularly post updates on their library resources and services. They also utilize the library websites so that the students can access the databases of the library.

By definition, marketing is the “organized process of planning and executing the conception, pricing, promotion, and distribution of ideas, goods, and services to create exchanges and will (if applicable) satisfy individual and organizational objectives”(Marketing and Public Relations Activities in ARL Libraries, 1999). Marketing libraries aim to establish public relations, increase public awareness and facilitate education about its services and collections. Marketing library resources and services are easier said than done. Developing a comprehensive marketing plan is a difficult and

challenging task for a librarian. It requires a set of skills and competencies on how to effectively communicate with users about the library. Many studies have suggested ways to market the library. Duke and Tucker (2007) proposed ways of developing a comprehensive marketing plan which integrates strategic plan and mission and vision. There are approaches to promote the academic library to users to increase their awareness of the benefits of using the library. By doing so, many clients will be persuaded to use library resources and services that they cannot get from online sources. The difference between the sources should be stated clearly along with the advantages and disadvantages of the new platform for gathering information. At the same time, an adequate budget to amplify its resources and services should justify the means.

Many libraries have thoroughly evaluated their patron's satisfaction and usage of the library resources and services, but few have conducted serious critiques of the effectiveness of marketing activities for library resources and services that relate and respond to changing technologies. These facts motivated the researcher to investigate the reasons for the low utilization of the library. It is assumed that this may be traceable to the marketing aspects of the library. The result of the assessment will be used as a basis in the development or enhancement of a library marketing plan.

Objectives of the Study

This study aimed to assess and describe the awareness, access, and perceived effectiveness of library marketing strategies of library resources and services among faith-based HEIs in Mindanao as a basis for developing/enhancing the library marketing plan. Specifically, this study aims to:

1. describe the demographic characteristics of the respondents in terms of age, gender, school and year level;

2. determine the respondents' awareness of the marketing strategy of library resources and services;
3. determine the respondents' access to the marketing strategies of library resources and services;
4. determine the respondents' perception of the effectiveness of the marketing strategies of library resources and services;
5. determine if there is a significant relationship between the respondents' demographic characteristics and their awareness of the library marketing strategies;
6. determine if there is a significant relationship between the respondents' demographic characteristics and their access to the marketing strategies of library resources and services;
7. determine if there is a significant relationship between the respondents' demographic characteristics and their perception of the effectiveness of the marketing strategies of library resources and services;
8. determine if there is a significant relationship between the respondents' awareness and access to the marketing strategies of library resources and services;
9. determine if there is a significant relationship between the respondents' awareness and perception of the effectiveness of the marketing strategies of library resources and services;
10. determine if there is a significant relationship between access to the marketing strategy and their perception of the effectiveness of the marketing strategies of library resources and services; and

11. propose a marketing plan for library resources and services common among faith-based HEIs in Mindanao.

Hypotheses of the Study

Based on the objectives of the study, the following hypotheses were tested:

1. There is a significant relationship between the respondents' demographic characteristics and their awareness of the library marketing strategies.
2. There is a significant relationship between the respondents' demographic characteristics and their access to the marketing strategies of library resources and services.
3. There is a significant relationship between the respondents' demographic characteristics and their perception of the effectiveness of the marketing strategies of library resources and services.
4. There is a significant relationship between the respondents' awareness and access to the marketing strategies of library resources and services.
5. There is a significant relationship between the respondents' awareness and perception of the effectiveness of the marketing strategies of library resources and services;
6. There is a significant relationship between access to the marketing strategy and their perception of the effectiveness of the marketing strategies of library resources and services.

Theoretical Framework

This research is anchored on the "Marketing Mix '4Ps theory". This theory was first used by the business sector. Recently, it is now attracting the interest of non-profit organizations such as libraries and other institutions which are not aimed purely for

profit. The elements of the marketing mix are categorized into four categories: products, price, place, and promotion.

The essential elements in the marketing mix are the products, which means that the business should focus on developing new features of the products so that it will become unique and become a selling point. In the library setting, all library resources (books, videos, recordings, etc.) services (bibliographic instructions, demonstrations, internets, scanning, printing, etc.) and facilities are the library products. The library products should be directly related to the organization's mission and goals (Pfeil, 2005). The librarians should make their product visible to the potential users so that they will be enticed to use it. It is expected that the library products should meet the users' expectation and should satisfy their needs to attract them to use the library.

Price is a flexible and influential element which determine the revenue/profitability market share for the organization (Arachchige, 2002). In the business sector, the price is a determinant factor because consumers will consider their income in choosing what product they will buy. In the library setup users of the libraries are not directly paying the librarians who provide, deliver and prepare the resources, services, and facilities. The price of the library products are the library fees collected by an academic institution as part of the miscellaneous. Library fees are use in the salary of the librarians/staff, in acquiring resources and to have adequate services for the users. Since users of the academic libraries are paying, it is expected that the academic libraries should provide resources and services that are useful to the academic needs of the patrons and will commensurate to their fees.

Organizations provide their product to consumers in an effective position. Business owners must have a clear understanding of what, how, why, where, and when consumers purchase. In the library, distribution of the library's products refers to 'when,'

'where,' and 'how' services are made available for the user (Arachchige, 2002). 'When' means the period in which information will be provided. 'Where' shows the direction and location of the resources, services, and facilities of the library and 'how' constitutes the type of distribution. Library's location is essential for library users because it will affect the accessibility of the library products. It is expected that the library regardless of type must be easily found, used and conveniently visited by the patrons. Moreover, the place will involve the arrangement of shelves, furniture and other facilities of the library. The library arrangement must be comfortable to the users, and it is conducive for learning.

Promotion requires the company to focus on changing the distribution behaviors to encourage consumers to use the products (Biggs & Calvert, 2013). In promotion, the dealer connects with potential consumers in order to promote the product. In the business sectors, there are many platforms in promoting products to consumers. Most of the time they are engaging in advertisements, and public relation activities to promote their products. Moreover, customers' awareness also is developed through the organization's image and publicity. In the library setup, promotion should make the users aware of the resources, services, and facilities of the library and should persuade them to use it. Advertisements and public relation activities can still be applied in the library in promoting its resources and services. In promoting the library, librarians must use lay terms, so that the message could be understood (Pfeil, 2005). Library doing promotion needs to select a technique that can help to encourage users to use the library.

The theory on Marketing Mix "4Ps" applies this study since the concepts of marketing mix related to 4P's such as Product, Price, Promotion, and Place are relevant in the promotion of library resources and services. The analysis of the current situation of the library will help in supporting and realigning the library resources and services to the knowledge and awareness of prospective users using such concepts in

disseminating information regarding accessibility and availability of library resources, services, and facilities.

Conceptual Framework

The assumed flow of relationship among variables is shown in the diagram below.

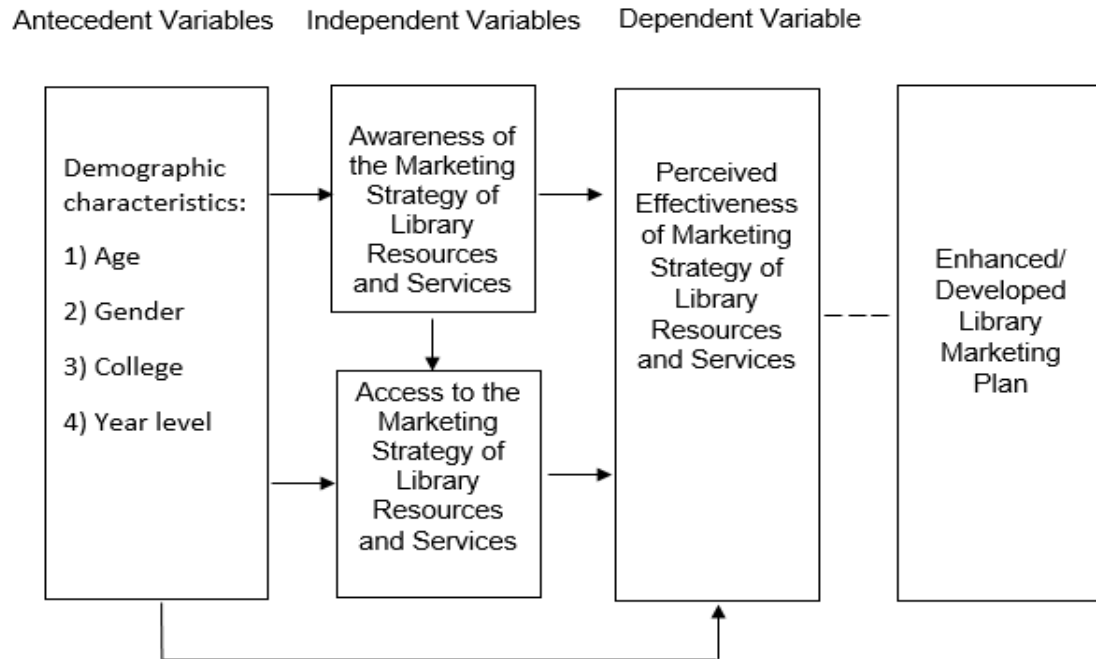


Figure 1. Conceptual Paradigm.

Figure 1 shows the conceptual paradigm of the study using various variables relative and effective to the study. The antecedent variables include the demographic characteristics and information of the respondents in terms of age, gender, school, and year level. On the other hand, the independent variables consist of the (1) awareness of the marketing strategy of library resources and services; and (2) access to the marketing strategy of library resources and services. The dependent variable is the respondents' perception of the effectiveness of the marketing strategy of library resources and

services. The integration and relationship of these variables were used as a basis for enhancing/ developing library plan for long-term goals.

Operational Definition of Variables and Other Terms Used in the Study

Antecedent Variables

Age – refers to the age of a respondent as of his/her last birthday.

Gender – refers to the biological classification of the respondents, which were either male or female.

Year level – refers to the year level does the respondents currently enrolled in at the time of the study; either 1st year, 2nd year, 3rd year, and 4th year

College – refers to the school of the respondent is officially enrolled. In this study, the schools were labeled as College A, College B, and College C.

Independent Variables

Awareness – refers to the respondents' consciousness of the marketing strategies of the library resources and services in their library. The marketing strategies of library resources and services were categorized into Print materials, Digital Media and Events. The total scores for each category were utilized to establish the level of awareness of the respondents as to the marketing strategies of the library resources and services. In this study, awareness was described as low, moderate and high.

Access – it refers to the respondent's exposure and experience of the marketing strategies of library resources and services. The marketing strategies of library resources and services were categories into three: Print materials, Digital Media and Events. The total scores of each category were utilized to establish the level of access of the respondents as to the marketing strategies of the library resources and services. In this study, access was described as low, moderate and high.

Dependent Variable

Perceived Effectiveness –it refers to the respondents' perception of the effectiveness of the marketing strategies of library resources and services. In this study effectiveness was measured by the following: ineffective (1.00-1.67), moderately effective (1.68-2.34), and highly effective (2.35 – 3.00).

Other Terms

Faith-based HEIs – is a protestant faith-based owned, a non-stock and non-profit educational institution.

College A – is a private protestant faith-based institution. It was founded and started its operation in 1949 and is located in Midsayap, Cotabato.

College B – is a private protestant faith-based institution. It was founded and started its operation in 1954 and is located in Davao City.

College C – is a private protestant faith-based institution. It was founded and started its operation in 2004 and is located in General Santos City.

Significance of the Study

This study was conducted to provide initial information toward the development of an effective marketing plan for the faith-based HEIs in Mindanao. The results of this study will further benefit the following:

Librarian. To improve the utilization of the library resources and services through marketing programs that will help provide effective and efficient access to library resources and services for students in line with their academic resources requirements. It will help them to realize their strengths and weaknesses in offering goods and services to their users. The data will allow them to identify how effective and efficient are their marketing strategies being utilized at present.

Users. To provide effective and efficient access to library resources and services through strategic marketing activities promoted to provide the library needs of students in support of academic needs.

Administrators. The school will find the study beneficial in preparing and allocating for the budget intended for the college library and can ensure proper utilization of resources.

Future researchers. To help them create more improved and a solid research study that will examine and investigate more about the marketing strategies of library resources and services. It will serve as a basis for future reference and studies and help in identifying other factors have not been included in this study.

Scope and Limitation of the Study

This study focused on identifying the awareness, access, and the perceived effectiveness of the library marketing strategies of library resources and services among three faith-based HEIs in Mindanao. The finding will be used as a basis for enhancing/developing a library marketing plan. The subject of the study consisted of student participants from the three different colleges in Mindanao.

This is a descriptive-correlational study. Respondents were drawn using stratified sampling. The study was conducted during the second semester of the school year 2018-2019. There were other faith-based higher educational institutions in Mindanao but only three were covered by the study and therefore the findings can only be generalized to the three HIEs. Data on the effectiveness of the marketing strategies were based only on respondents' perception and therefore may be subjective.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents the related literature reviewed that provided direction in conducting of this investigation. The review focuses on the awareness and access of library resources and services; and the perceived effectiveness of the marketing strategies of libraries resources and services.

Marketing as an idea originally started in the United States in the 1960s. It became a full-fledged discipline by the end of the twentieth century. The application of marketing at first was limited only to business organizations, and later it was adopted in the library.

Awareness of Library Resources and Services

Several studies reported that the awareness of users could affect the utilization of library resources (Alian, 2012; Jalwin, 2010; Kumari, Firdaus, Iqbal, & Khan, 2014; Mulla, 2011). Jalwin (2010) reported that the level of awareness is significantly related to the extent of utilization. The research implies that the more knowledge a person has of the resources and services of the library, the more he/she will use them. Furthermore, Mulla (2011) found out that the majority of the respondents opined that the library staff provides library orientation programs as part of their awareness campaign. It means that librarians do more on marketing their library to the potential users and as a result, it helps in increasing the utilization of the library. Likewise, Alian (2012) revealed that the majority of the students was aware of the various library resources provided by the SUCs in the province of Iloilo.

Marketing is a supplementary activity that can boost the awareness of the users to use the library resources and services (Smith, 2011) and adoption of marketing techniques is vital to provide efficient and effective library services that would attract more and more users (Busari, Ismail Taiwo, Ayankola, Ibrahim Ayandare, & Lapido, 2015; Kumari et al., 2014). Moreover, David & Sagun, (2012) concluded that to intensify the usage of library resources and services there must be an active marketing program. The researcher argued that marketing strategies that will involve the users would further make the library visible.

Moreover, the library needs to put more emphasis on proactive marketing and promotions of library resources and services (Adegoke, 2015; Muema Kavulya, 2004; Sharma & Bhardwaj, 2009). Adopting systematic marketing techniques will also increase the user's awareness of the library services and help in identifying user needs. The same finding was reported by Murugesan (2017) that there is a need to market the library resources and services to its potential users especially to those who are not familiar with the library. The study suggests that marketing is not merely a tool to have economic results but also to achieve information results. If the users are aware of and have access to the marketing strategies of library resources and services, these will also increase their awareness of the library resources and services that can lead to utilization of the library resources and services.

Meanwhile, Patil and Pradhan (2014) explained that the promotion and marketing of library and information are required to increase the awareness of the users of library services, especially in the Higher Educational Institutions. It means that regardless of the type of the library, librarians must plan their marketing and promotional activities for their resources and services. This needs careful planning and that should be executed regularly. However, marketing as a notion and an activity in the library is still unknown to

librarians, and so with the users (Chandratre & Chandratre, 2015). This means that some users do not have knowledge and access to marketing strategies of the library resources and services.

Access to Library Resources and Services

Accessibility of the library resources and services is an important recurring theme in the literature. Library resources may be available in the library, but the users may not be able to lay hands on them (Aguolu & Aguolu, 2002). It implies that the availability of library resources is not always a factor for the patrons to have access to it, but these two variables are related to the use of library resources.

The study of Madalogdog (2010), revealed that the majority of the students and faculty members who were the subjects of the study had access to library services. Another study showed that lending services got the highest percentage (100%) of accessibility followed by reference services, periodical services, reprographic services, information services and orientation services (Lihitkar & Rajyalakshmi, 2009). The study revealed that the users have high accessibility of the library. Moreover, the study of Losanez (2010) also showed that many of the students claimed that they could access the services right at the time when they need it.

The study of Alian (2012) showed that the students' and faculty' access of reader's services were found to be easily accessible, while online and electronic, audio-visual and other services were not as easily accessible to users. Moreover, Adeyeme's (2010) study showed that students did not have access to the use of library resources and services.

Perceived Effectiveness of the Marketing Strategies of Library Resources and Services

Marketing and promotion are important in creating awareness of library resources and services among users. Librarians who advertise, do book exhibitions and displays and public relations attract users to use the library (Adegoke, 2015). It is important for the library to market its resources and services to its users (Adams & Cassner, 2001). It is also a challenge for libraries to make the resources and services nowadays to become more relevant. Libraries should become and continue to remain relevant; they must market their resources and services based on market needs. They must consider their patrons as “costumer” and understand that they exist to satisfy the needs of their customers.

The study of Yi (2016) revealed that demographic variables such as age, education level, and years in the present position are significantly related to effective promotion techniques used in marketing the library resources and services. The one-to-one conversations, classroom instruction, training sessions, face-to-face events, workshops, and digital media are perceived to be more effective in promoting library services and resources (Yi, 2016; Yi, Lodge, & McCausland, 2013). Another study revealed that the most commonly used strategy to promote the libraries were bulletin board displays, library guides, library manuals, orientation, and through the word-of-mouth (Libo, 2015). This means that the marketing techniques of the libraries remain to be traditional even with the advent of new technology. The researcher further revealed that marketing activities remain traditional because of the limited budget. Furthermore, the study of Abdulsalami and Salami (2013) revealed that library orientation and current awareness services are commonly used in marketing the library resources and service. The researchers recommended that libraries should adopt annual displays and exhibitions of resources to attract more users of the library.

Since librarianship is experiencing constant change in its environment, Chandratre and Chandratre (2015) suggested that because of information explosion, technology development, minimal budget, networking demands and complexity, competition by database vendors and internet, marketing of library resources and services is a must to maximize the use of the library. Marketing can increase awareness and the usage of library resources and services, and can help in the visibility and can have a clear and consistent image of the library among its users (David & Sagun, 2012; Smith, 2011). Furthermore, the library needs to do more in marketing its resources and services. The lack of an effective marketing strategy for library resources is the main reason why users are not using the library (Ekpenyong, 2003). Adeyoyin (2005) also concluded that a major marketing campaign is a need to boost awareness and educate users about the library.

On the other hand, the study of Edewor, Amughor, Faith Okite-, Osuchukwu, Ngozi, and Egreaajena (2016) found out that traditional media (memos, bulletins, newsletters, flyers), and websites are the most frequently used marketing strategy. The study also showed that social media has a low-level usage in marketing library resources and services. However, in the study conducted by Walsh, (2012) it was found that the most preferred method of promotion of the library is thru email and announcement. Murugesan (2017) stressed that students (engineering) are giving most of their time sitting in from of the computer, having this trends, marketing of library resources and services on an online platform is more or less an effective one. The advent of technologies and its application in libraries has opened a new platform for marketing of library resources, products, and services. Moreover, a study revealed that video marketing is most widely used, followed by mobile marketing and microblog marketing (Hua, Si, Zhuang, & Xing, 2015). Applications such as Facebook, YouTube,

blogs, and wikis will attract millennial users and will provide opportunities for librarians to market the library thru online platform (Patil & Pradhan, 2014; Yi et al., 2013). It was also found that Facebook makes libraries visible in reaching its potential users (Garcia-Milian, Norton, & Tennant, 2012). Furthermore, the study revealed that libraries who are posting videos had significantly more followers than libraries without them. Another research showed that librarians used Twitter as a multifaceted tool and one of its use is posting library collections and services (Al-Awadhi & Al-Daihani, 2015).

Librarians play an important role in the marketing process of libraries (Sharma & Bhardwaj, 2009). Library personnel should know the importance of marketing in libraries and on how they can apply the marketing mix in their respective libraries. Applying their skills in the planning and designing of marketing process helps to ensure the success of the marketing plan. Stuhlman (2003) emphasized that librarians must think like a businessman and to have public relation plans. Having a mind the same as that of businessman will help encourage librarians to improve their services and resources. Librarians will be concerned with improving services and to stay connected with the users. Kleindl, (2007) reported that libraries adopted contemporary business practices and developing marketing strategies for their library. Adeloje (2003) also said that for those who are run by one man should be active in embracing marketing as an ally in promoting their work and to justify their importance within an organization.

There are still libraries however which lack marketing initiative and marketing culture (Bhardwaj & Jain, 2016; Chandratre & Chandratre, 2015). Even though some librarians realize that marketing is important, they still have a long way to go in adopting and understanding marketing concepts (Garoufallou, Zafeiriou, Siatiri, & Balapanidou, 2013).

Lastly, the concept of marketing mix can support library and information services to inform potential users of the library. The libraries of higher educational institutions can boost their image and importance as the center of knowledge of the institution where they are connected by applying marketing concepts (Dhiman & Sharma, 2009). The libraries of this time should adopt some modern marketing business activities to help in identifying potential users. Libraries must develop complex marketing and promotional strategies using a mix of media to reach and increase the awareness of their clientele, when the users of the library are aware of and have access to the initiatives of the librarians in marketing their library the utilization will follow.

Summary and Synthesis

The local and foreign studies cited in this review of related literature are significant in the study because they reveal some important points related to awareness and access of the library resources and services; and perceived effectiveness of the marketing strategy of library resources and services. Some study showed that library marketing is a factor in boosting the utilization of library resources and services (Busari, Ismail Taiwo, et al., 2015; David & Sagun, 2012; Smith, 2011). Several studies also revealed that the library needs to become proactive in promoting the library resources and services to its users (Adegoke, 2015; Muema Kavulya, 2004; Patil & Pradhan, 2014; Sharma & Bhardwaj, 2009). The users are aware and have access to the library resources and services because librarians are implementing awareness campaigns, such as library orientation (Mulla, 2011). The campaigns made by the librarians boost awareness and access to library resources and services. However, a study showed that marketing as a notion and activities in the library is still unknown to many librarians, and so with the users (Chandratre & Chandratre, 2015).

Several studies reported that awareness of users could affect the utilization of library resources (Alian, 2012; Jalwin, 2010; Kumari et al., 2014; Mulla, 2011). However, a study showed that respondents have low awareness of different library resources and services and it is followed by low accessibility (Adeyeme, 2010).

A study shows that demographic profiles of the users of the library are significantly related to effective marketing strategies of library resources and services (Yi, 2016). However, some studies revealed conflicting findings on what are the effective marketing strategies of the library and the commonly used marketing strategies of the library, but most of the study agreed that marketing strategies could be a factor in optimizing the library utilization. Marketing as a notion and activities in the library is still unknown to librarians, and so with the users (Abdulsalami & Salami, 2013; Chandratre & Chandratre, 2015; Edewor et al., 2016; Hua et al., 2015; Libo, 2015; Murugesan, 2017; Patil & Pradhan, 2014; Walsh, 2012; Yi et al., 2013). Most of the studies reviewed emphasize that libraries need to do more in marketing their resources and services. A study also showed that librarians are the important key persons in the marketing process of library resources and services (Sharma & Bhardwaj, 2009). Moreover, some studies suggested that librarians need to think like business people in marketing the library to their patrons (Kleindl, 2007; Stuhlman, 2003). However, studies revealed that there are some libraries which lack marketing initiatives and marketing culture (Bhardwaj & Jain, 2016; Chandratre & Chandratre, 2015; Garoufallou et al., 2013).

After reviewing the related articles of the study, the researcher concludes that there are only a few studies that talk about the effectiveness of library marketing. Foreign authors did most of the studies mentioned above and conducted in foreign countries. It was also found out that some studies differ in their results on the effective platforms in marketing the library. Furthermore, many studies have been conducted on

awareness and access to the library resources and services, however, there is still no study on awareness and access to the marketing strategies of library resources and services. For these reasons a researcher has been motivated to pursue this study to determine the awareness and access to the marketing strategies of library resources, and what are the effective marketing strategies of library resources and services are applicable in the context among faith-based HEI libraries in Mindanao.

CHAPTER III

METHODOLOGY

This chapter discusses the methodology of this study, including the research environment, research design, the respondents of the study, instrumentation, validity, and reliability of the instrument, the data gathering procedure and the statistical tools that were used.

Research Design

This study is a descriptive-correlational study and was conducted using the one-shot survey method. Descriptive method of research describes a situation or a given state of affairs in terms of specified aspects or factors (David, 2005) The purpose of the research was to evaluate or measure the results against some known or hypothesized standards. Since the study was concerned with determining the awareness, access, and effectiveness of the marketing strategies of library resources and services, the descriptive method of research is the most appropriate method to use.

On the other hand, quantitative methods is a type of research seeks to quantify or reflect in numbers the observations on the characteristics of the population being studied (David, 2005). Quantitative research focuses on gathering numerical data and generalizing it across groups of people or to explain a particular phenomenon. This approach was very applicable in the study because of the bigger population.

The Study Environment

This study focused on the faith-based HEIs in Mindanao. The libraries of these institutions are the provider of information both in print and non-print materials to meet the needs of the clientele and the academic thrust of the institution.

This study centered on the assessment of the perceived effectiveness of marketing strategies of library resources and services among users and their awareness and access to library marketing strategy.

The Respondents of the Study

The respondents of the study were the bonafide students of the three faith-based HEIs in Mindanao. A complete list of students of each institution was secured. The respondents were selected through stratified sampling technique. Under the stratified sampling procedure, the population was divided into strata.

Multi-stage stratified sampling was employed in this study. The first stage was the determination of samples from the different faith-based HEIs in Mindanao. In the second stage, the researcher determined the group of students as representatives of different degree programs per college. In this study, the institution served as the strata on the first stage, and on the second stage, the degree programs of each institution served as the strata. Based on the population of 2, 785 bonafide students of the three institutions, the sample size of 338 was determined with a 95% confidence level, 5% margin of error, and a response distribution of 50%. The sample size was proportionately allocated to the three faith-based HEI.

This study involved the students of the three faith-based HEIs in Mindanao who were enrolled during the second semester of the school year 2018-2019. Table 1 shows the sampling distribution of the study.

Table 1. Distribution of respondents.

Name of Institution	Population	Sample Size
College A	1930	235
College B	495	60
College C	360	43
Total	2,785	338

Instrumentation

The questionnaire was constructed by the researcher with the guidance of his adviser, improved by the panel and validated by the expert librarians of Central Philippine University. The questionnaire was based on the objectives of the study.

The assessment of the effectiveness of the marketing strategy of library resources and services was based on the respondents' perspective. The instrument has four components: (1) the respondents personal characteristics which include, age, gender, school, and year level; (2) respondents' awareness of library marketing strategies of library resources and services that includes the listed library marketing strategies of resources and services; (3) respondents' access to the library marketing strategies of library resources and services that includes the listed library marketing strategies; and (4) the respondents' perceived effectiveness of library marketing activities of library resources and services. The questionnaire was provided with a cover letter indicating the title of the study and basic information about the respondents' identification. A letter of consent and assurance of confidentiality of the information provided by the respondents was also attached. Conduct of the study was following the ethics of research.

Validation of the Instrument

Fraenkel and Wallen, (2006) stated that more than anything else, the researchers want the information they need through the use of an instrument. The validity of the questionnaire which assures the researcher that the items measure what they are supposed to measure was initially established by the adviser. The content validity of the instrument was examined and determined by a panel of experts. Each statement was assessed to know if the statement is appropriate for the study or not.

Reliability of the Instrument

The questionnaire was subjected to a reliability test to find out the internal consistency of the items. According to David (2005), reliability refers to the consistency of the responses or the scores obtained by the respondents to the different items in the questionnaire. The concept of consistency and accuracy formed the reliability attribute of the test. It was administered to 10 students of College A. Alpha Cronbach's was used to statistically determine the reliability of the responses. According to Acero, (2006), if the reliability value is high, 0.071 to 0.090 or very high, 0.91 to 0.99, this means that the research instrument is reliable.

The test yielded an Alpha Cronbach value of .856 for awareness, .868 for access, .870 for effectiveness. The result indicates that the questionnaire is reliable.

Data Gathering Procedure

The researcher sent a letter to the different college presidents to request permission to gather data from the registrars' offices and libraries, and to administer the questionnaire to the sample students. Upon approval of the request, the researcher started to distribute and later collect the completed questionnaires. The total period for the administration and retrieval of data lasted for three weeks. There were problems encountered during the gathering of data, like the availability of the students to answer the questionnaire and distance of one school to another.

The researcher personally distributed the questionnaire to the respondents and they were properly briefed about the study and on how to answer the questionnaire. The completed questionnaires were gathered and checked for completeness and consistency. They were then encoded, sorted and tabulated.

Scoring and Categorization of Variables

To determine the respondents' awareness of marketing strategies of library resources and services, every respondent who "checked" on awareness of the marketing strategies of library resources and services was interpreted as being aware. Every marketing strategies with "no check", means that students were not aware of them.

Frequency distributions was used to determine the number of times the response occurred. The marketing strategies of library resources and services were categorized into: Print materials, Digital Media and Events. The total scores per category were utilized to establish the level of awareness of the respondents as to the marketing strategies of the library resources and services.

To facilitate interpretation of the responses, the researcher utilized the following numerical weights; responses and description were interpreted as follows:

<i>Assigned Score</i>	<i>Responses</i>	<i>Description</i>
1	Check	Aware
0	No Check	Unaware

To determine the respondents' accessibility of marketing strategies of library resources and services, every respondent who "checked" on access to the marketing strategies of library resources and services was interpreted as having access. Every marketing strategies with "no check", means that students had not access to them.

Frequency distributions was used to determine the number of times the response occurred. The marketing strategies of library resources and services were categorized into: Print materials, Digital Media and Events. The total scores per category were utilized to establish the level of access of the respondents as to the marketing strategies of the library resources and services.

To facilitate interpretation of the responses, the researcher utilized the following numerical weight; responses and description were interpreted as follows:

<i>Assigned Score</i>	<i>Responses</i>	<i>Description</i>
1	Check	Access
0	No Check	No Access

To determine the perceived effectiveness of library resources and services, the five responses of the respondents were regroup into three. Mean scores were used to establish the level of effectiveness of library resources and services as perceived by the students.

<i>Description</i>	<i>Interpretation</i>
Ineffective	1.00 – 1.67
Moderately Effective	1.68 – 2.34
Highly Effective	2.35 – 3.00

Data Processing

The data were processed using the Statistical Package for Social Sciences (SPSS) software set at 0.05 level of significance.

CHAPTER IV

RESULTS AND DISCUSSION

The answers to the objectives of the study are presented in this chapter. The results are discussed under the topic: demographic characteristics of the respondents, awareness of the library marketing strategies, access to the library marketing strategies and perceived level of effectiveness of the library marketing strategies. The last section presents the results of the relationship analysis between the independent and dependent variables.

The demographic characteristics of the Respondents

Age and Gender. Table 2 shows that slightly more than half of the respondents (57.4%) were 18 – 20 years old, while more than one-third (38.5%) were 21-24 years old. Only a few (4.1%) were older. In terms of gender, there were more than two times more female (68.6%) than males (31.4%)

Year Level. Table 2 shows that 39.6% of the respondents were in fourth year level, 18.1% were in third year, 11.7% were in second year and 31.8% were in first year level. The low enrolment on second-year and fourth year levels can be attributed to the implementation of the K-12 program of the Department of Education.

School. Table 2 shows that more than two-thirds of the respondents were from College A, or more than twice the combined enrolment of College B (17.8%) and College C (12.7%).

Table 2. Demographic characteristics of the respondents.

Characteristics	Frequency	Percent
Age		
18 – 20 Years Old	194	57.4
21 – 24 Years Old	130	38.5
25 – 28 Years Old	14	4.1
Gender		
Male	106	31.4
Female	232	68.6
Year Level		
First Year	104	30.8
Second Year	38	11.2
Third Year	62	18.3
Fourth Year	134	39.6
College		
A	235	69.5
B	60	17.8
C	43	12.7
Total	338	100

Respondents' Awareness of the Marketing Strategies of Library Resources

Figure 2 reveals that library orientation (93.8%) topped the list among marketing strategies of library resources since this activity is regularly conducted at the start of the school year. Social media (87.6%) ranked second since most of the students today are exposed to the internet. Furthermore, the table reveals that seven of every 10 of all the respondents were aware of bulletin boards (78.4%) and library/school websites (74.6%) as a platform in marketing the library resources. Also, six of every 10 of all the respondents were aware of classroom instructions (68.9%), charts (67.5%), emails (67.2%), library tours (66.3%) and library week/day (62.7%). Moreover, the data reveal the five marketing strategies which the lowest and almost the same proportion of

respondents were aware of include: public relations activities (31.7%), book launching (32.8%), giveaways (34.0%), open house (35.5%) and pathfinder (37.9%).

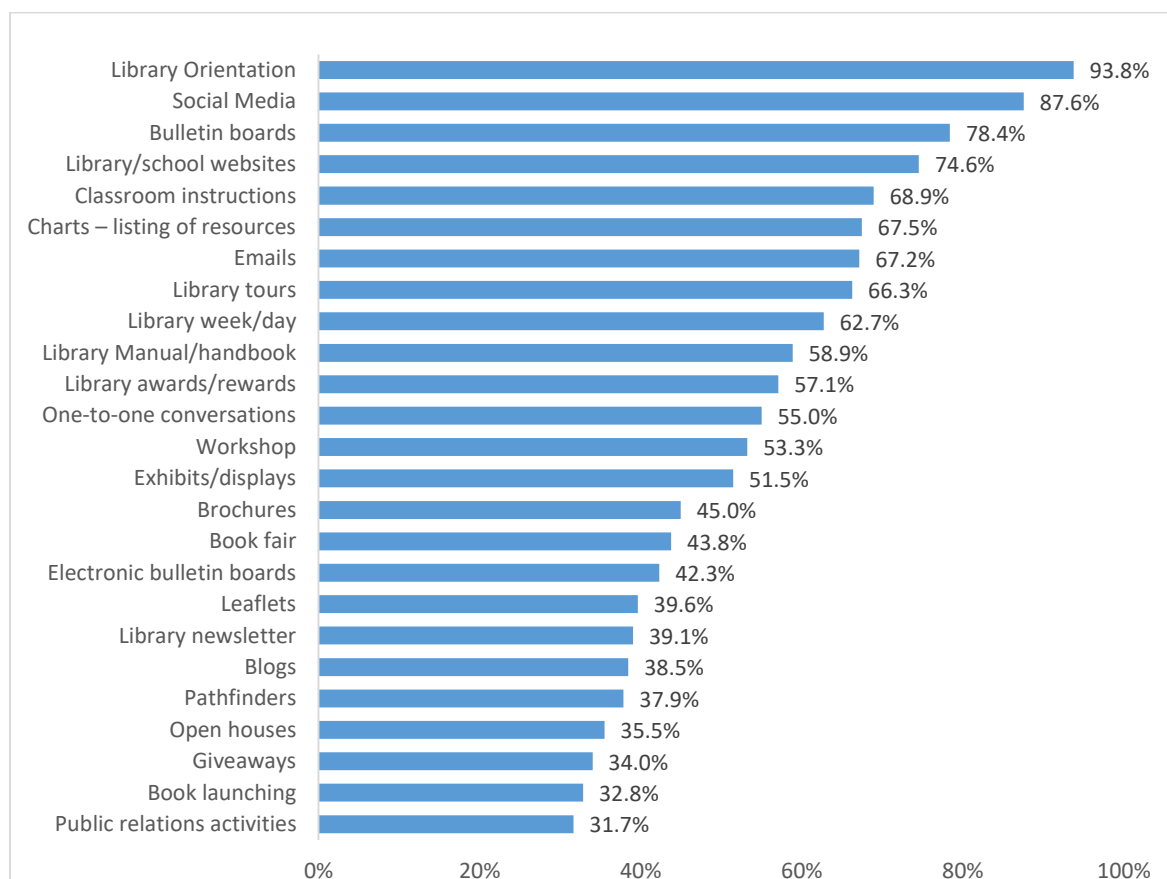


Figure 2. Respondents' awareness of the marketing strategies of library resources.

Figure 3 shows that among the eleven marketing strategies, library orientation was found to be the most popular in Colleges A, B, and C (93.6%, 93.3%, and 95.1%, respectively). Nearly the same percentage of respondents in the three colleges were aware of social media (88.9%, 83.3%, and 86.0% respectively). In the case of library/school websites, 8 of every 10 of the respondents of College B (80.0%) and C (81.4%) were aware of it, while there were only seven of every 10 of the respondents of College C (71.9%). Moreover, the data reveal that nine of every 10 of the respondents in College C (93.0%) were aware of bulletin boards, while only 7-8 of every 10 of the

respondents in Colleges A (75.3%) and B (80.0%). The One-to-one conversation was identified as the least popular among the strategies in respondents in College A (51.9%) and C, (55.8%), while in College B was the library week (50.0%). In general, most of the marketing strategies, College C has more percentage compared to college A and B.

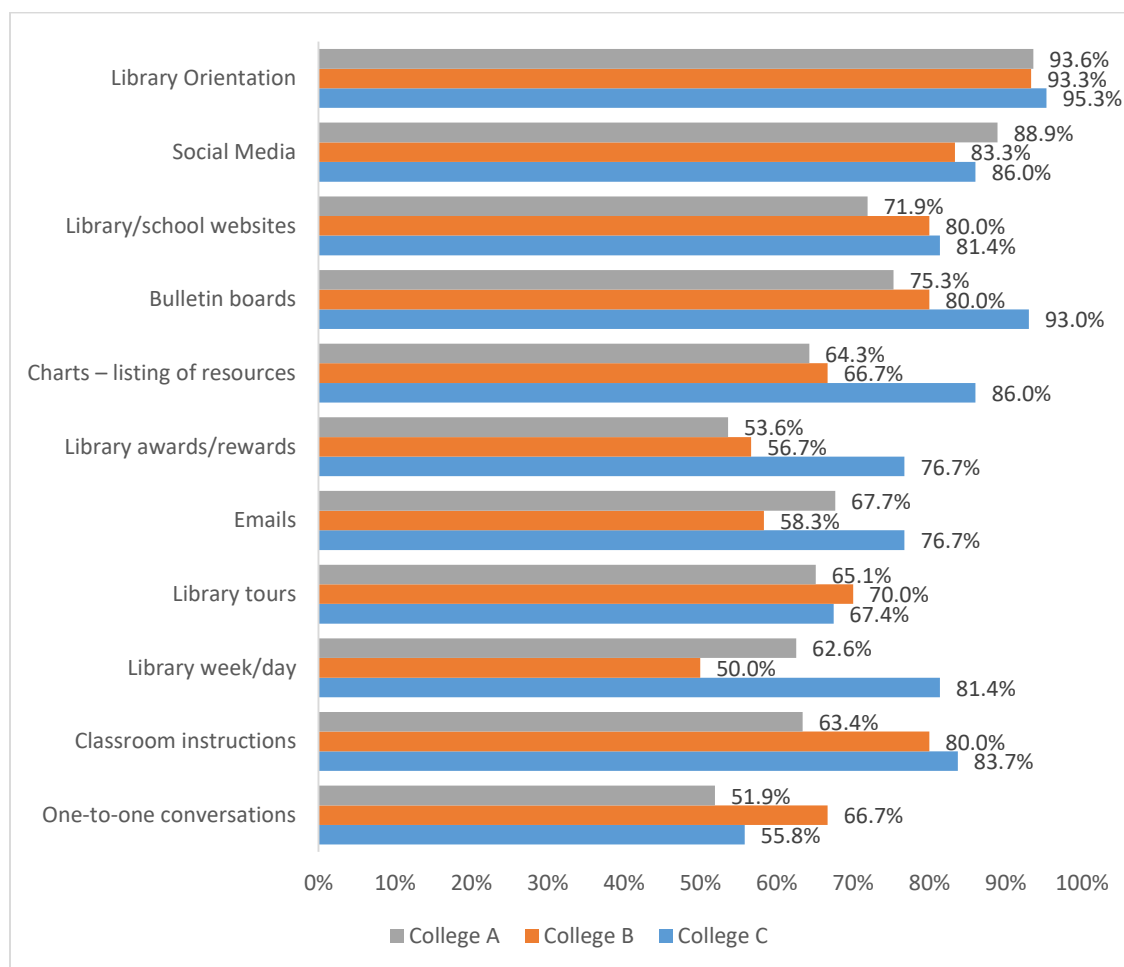


Figure 3. Comparison of the respondents' awareness of the marketing strategies of library resources common to the three colleges.

Respondents' Awareness of the Marketing Strategies of Library Services

Figure 4 reveals that library orientation (87.3%) topped the list among marketing strategies of library services since this activity is regularly conducted at the start of the school year. The data also reveal more than three-fourths of all the respondents were

aware of social media (75.1%) and bulletin boards (78.4%) as a platform in marketing the library services. This means that students today even if they are exposed to the internet still read announcements posted in the bulletin boards. Furthermore, slightly more than two-thirds were aware of library/school websites (68.0%), and almost two-thirds (60.4%) were aware of classroom instructions. Moreover, the data reveal that the five marketing strategies which the lowest and almost the same proportion of respondents were aware of include: leaflets (34.0%), open houses (34.0%), giveaways (36.1%), public relations activities (36.1%) and electronic bulletin boards (39.3%).

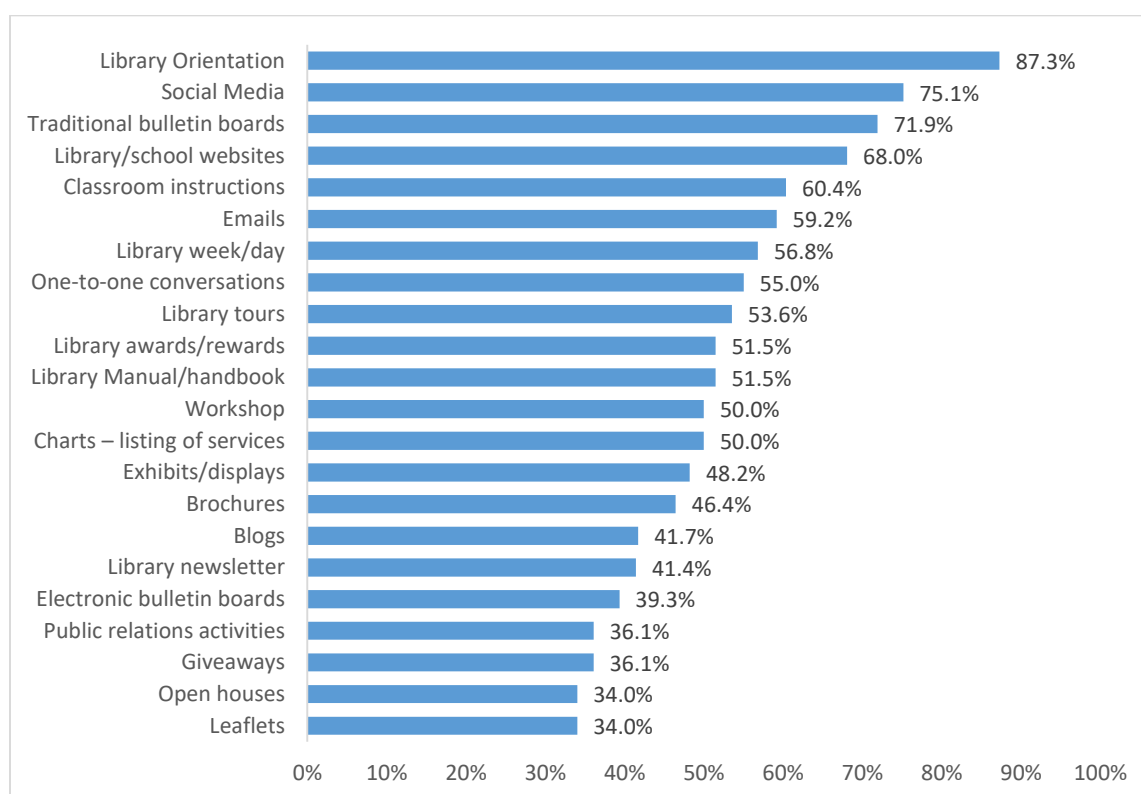


Figure 4. Respondents' awareness of the marketing strategies of library services.

Figure 5 shows that among the eleven marketing strategies, library orientation was found to be the most popular in Colleges A, B, and C (87.7%, 91.7%, and 79.1%, respectively). Nearly the same percentage of the respondent in the three colleges were

aware of bulletin boards (71.9%, 80.0%, and 81.4%, respectively). In the case of social media 7 of every 10 of the respondents in College A (77.5%) and B (75.0%) were aware of it, while only 6 of every 10 of the respondents in Colleges C (65.1%). One-to-one conversation (53.6% and 44.2%) was identified as the least popular among the respondents in College A and C, while in College B was charts (43.3%). This implies that most of the students have the knowledge and were able to experience library orientation and bulletin boards as a platform in marketing the library resources.

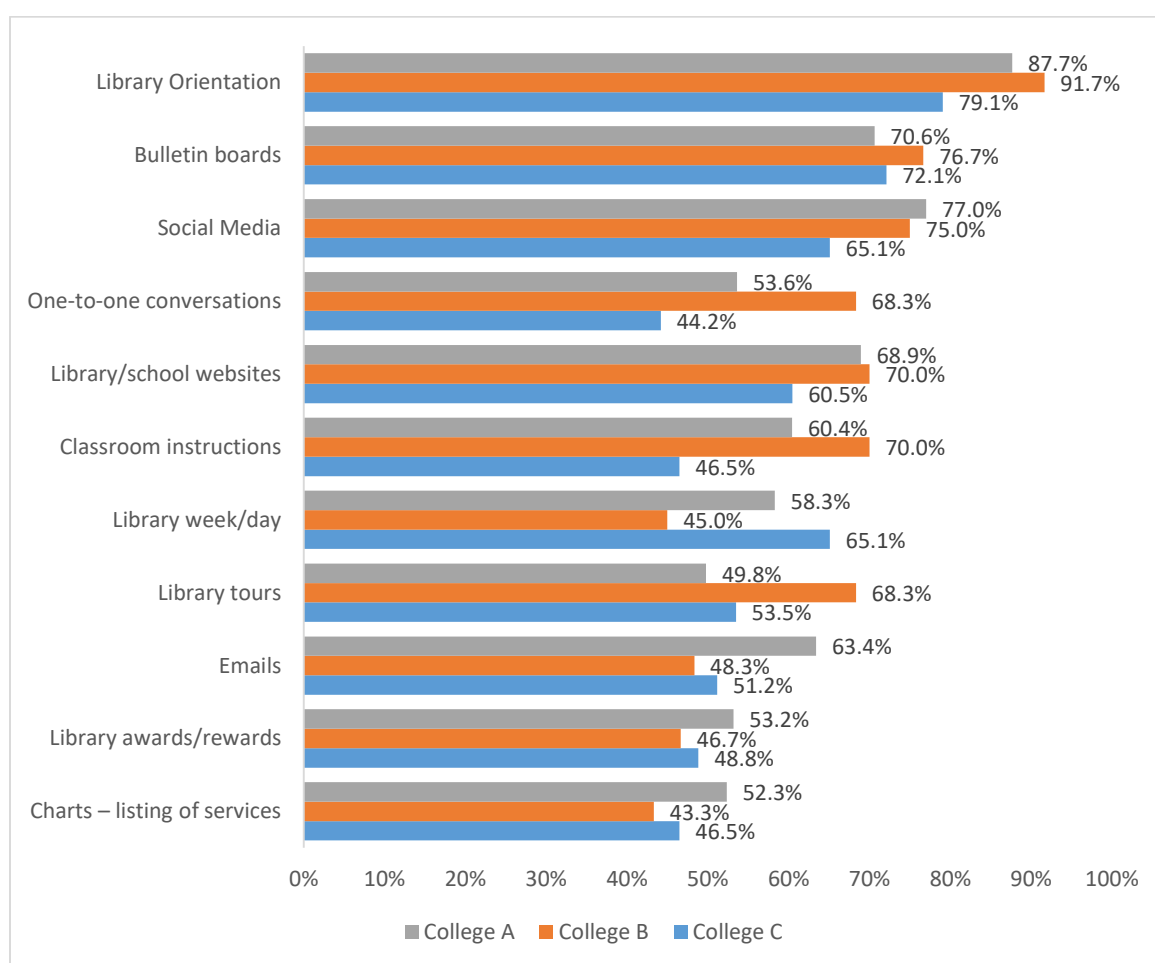


Figure 5. Comparison of the respondents' awareness of the marketing strategies of library services common to the three colleges.

Respondents Who Have Accessed the Marketing Strategies of Library Resources

Figure 6 reveals that library orientation (76.3%) topped the list among marketing strategies of library resources. This is so because this activity is regularly conducted at the start of the school year. The data also reveals that 6 of every 10 of all the respondents who were aware of were able to access social media (66.9%), bulletin boards (66.3%), and classroom instructions (60.7%) as a platform in marketing the library resources. This means that students today even if they are exposed on the internet they still read announcements in the bulletin boards. This also implies that librarians have provided faculty members with appropriate library resources that are useful in their classes. Furthermore, nearly more than half of all the respondents who were aware of have access to library tours (55.0%), charts (54.7%), library/school websites (53.6%), and emails (51.1%). Moreover, the data reveal the five strategies which the lowest and almost the same proportion of respondents were able to access of include: public relations activities (24.0%), book launching (24.6%), giveaways (26.3%), open houses (26.9%) and blogs (28.7%).

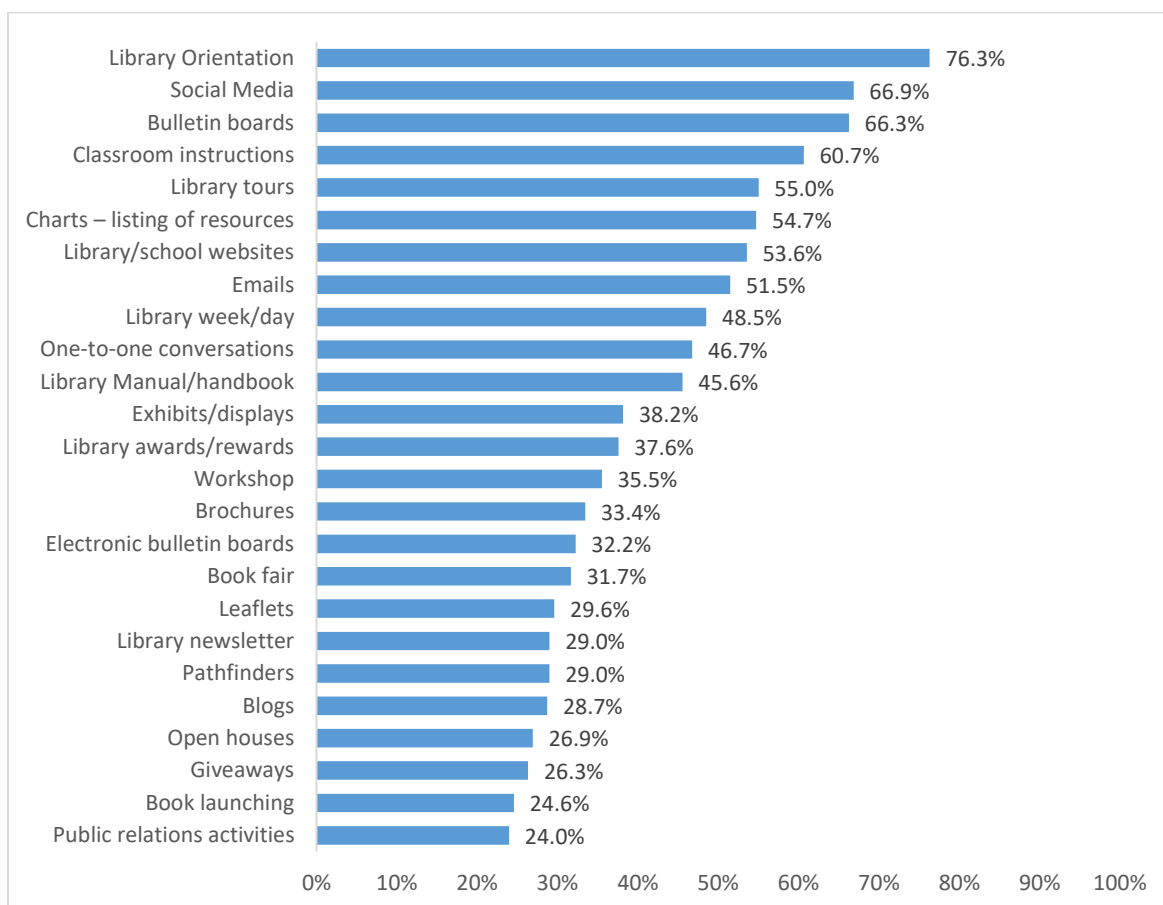


Figure 6. Respondents who have accessed the marketing strategies of library resources.

Figure 7 reveals that among the eleven marketing strategies common to the three colleges, library orientation was found to be the most popular in Colleges A, B, and C (73.6%, 75.0%, and 93.0%, respectively). This implies that most of the students tend to participate in library orientation. Almost the same percentage of respondents in the three colleges who were aware of were able to access bulletin boards (65.1%, 63.3%, and 76.7%). This means that the students of the three colleges still read announcements in bulletin boards. In the case of classroom instructions, three-fourths of the respondents in College B and C were able to access, while only slightly more than half of the respondents in Colleges A (54.9%). Library awards/rewards (37.4%, and 28.3%) was observed as the least accessed among the respondents in College A and B, while in

College C was the one-to-one conversation (50.0%). In general, most of the marketing strategies of library resources, College C has a higher proportion of respondents who were able to access them compared to College A and B.

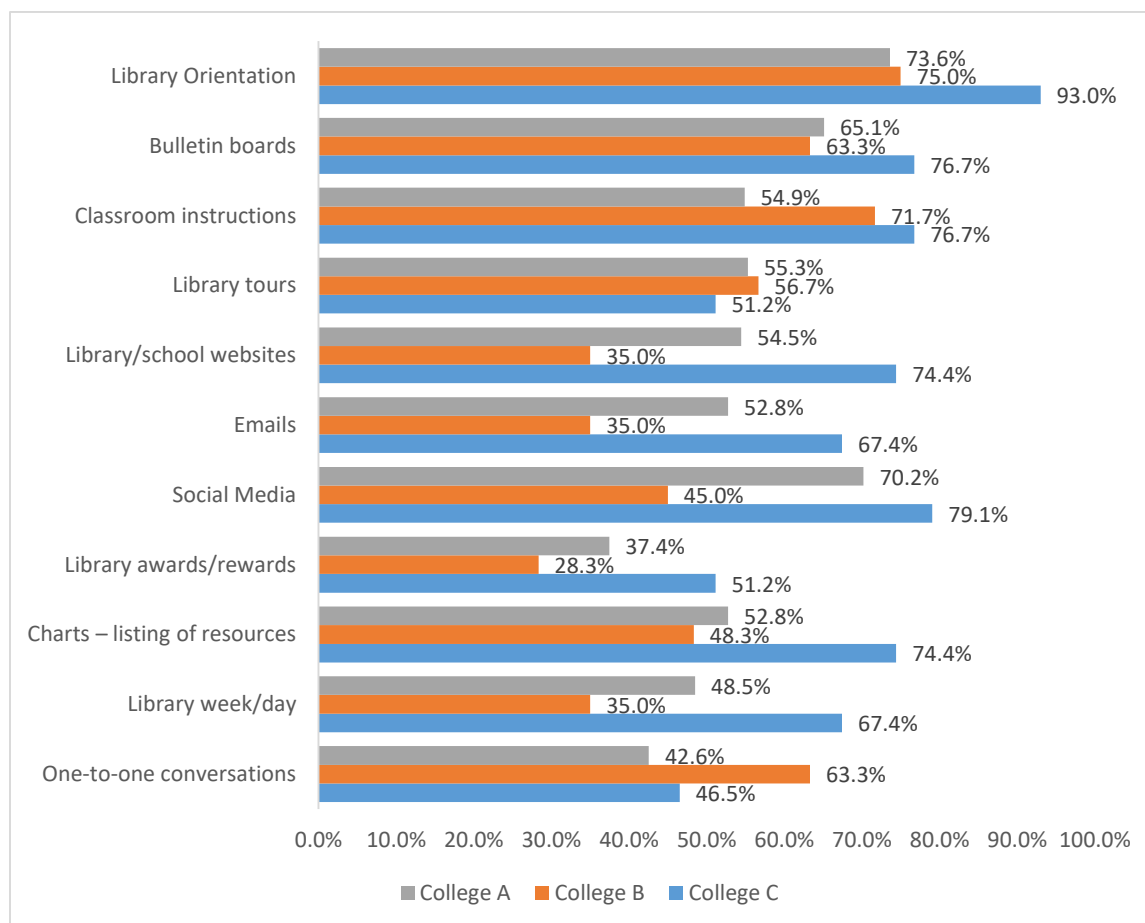


Figure 7. Comparison of the respondents who have accessed the marketing strategies of library resources common to the three colleges.

Respondents Who Have Accessed the Marketing Strategies of Library Services

Figure 8 reveals that library orientation (68.6%) topped the list among marketing strategies of library services which have been accessed by the respondents. This is so because this activity is regularly conducted at the start of the school year. Data also reveal that nearly two-thirds of all the respondents who were aware were able to access bulletin boards (60.1%). This means that students today even with access to technology,

still read announcements in the bulletin boards. Furthermore, slightly more than half of all the respondents who were aware of marketing strategies of library services have accessed social media (58.9%), classroom instructions (50.9%), and library/school websites (50.6%) as a platform in marketing library services. Moreover, the data show the five strategies which the lowest and almost the same proportion of respondents were able to access of include: leaflets (22.8%), open houses (24.9%), giveaways (26.3%), public relations activities (26.9%) and blogs (28.4%).

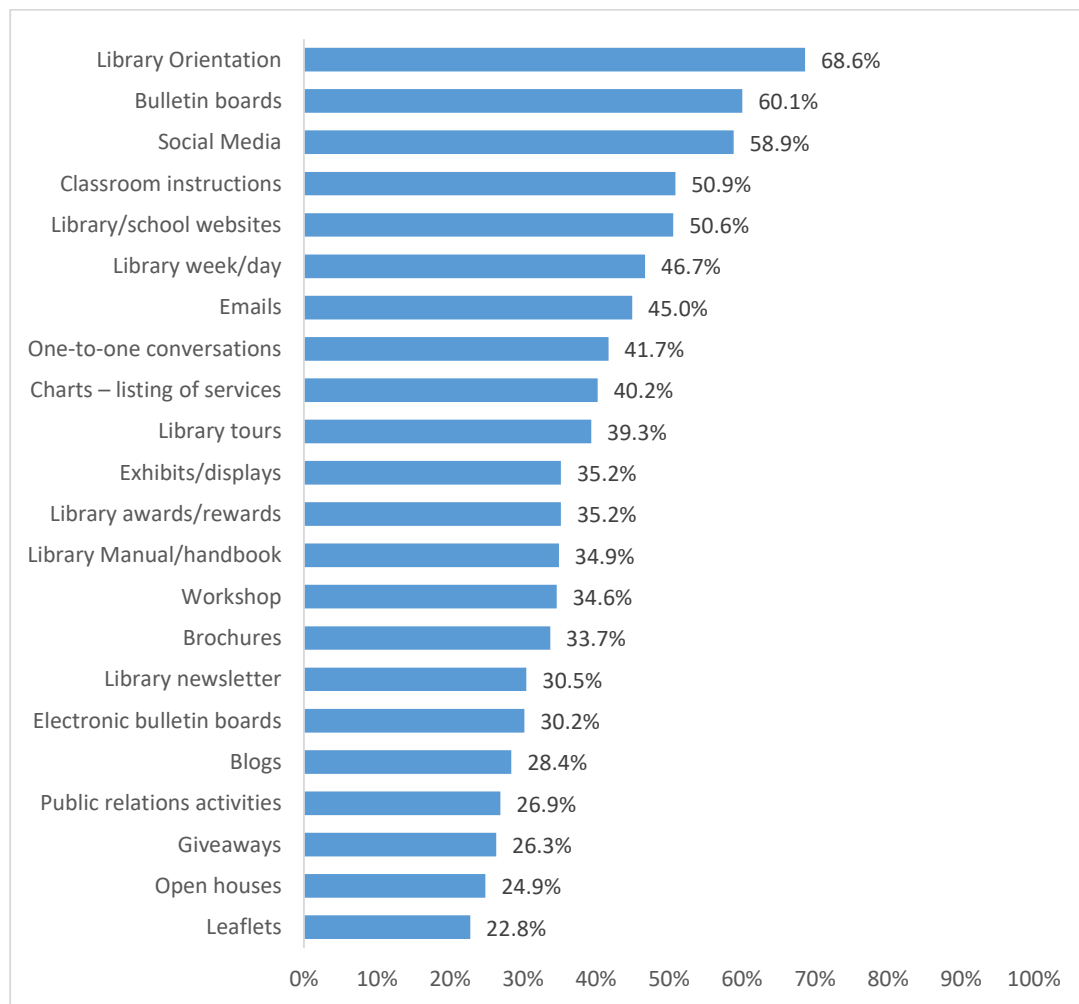


Figure 8. Respondents who have accessed the marketing strategies of library services.

Figure 9 shows that among the eleven marketing strategies of library services, library orientation was found to be the most accessible in College A, B, and C (67.7%, 68.3%, and 74.4%, respectively). This means that students tend to attend library orientation. In the case of bulletin boards, 7 of every 10 of the respondents in College C (72.1%) were able to access it, while only 5 of every 10 of the respondents in Colleges A (58.3%) and B (58.3%). This means that students still read announcements in the bulletin boards. Moreover, 6 of every 10 of the respondents in College A (63.4%) and C (60.5%) were able to access on social media, while only 4 of every 10 of the respondents in College B (40.0%). Library awards/rewards (33.6%) was observed as the least accessed among the respondents in College A, while in College B was library/school websites (33.3%) and in College, C was the one-to-one conversation (32.6%).

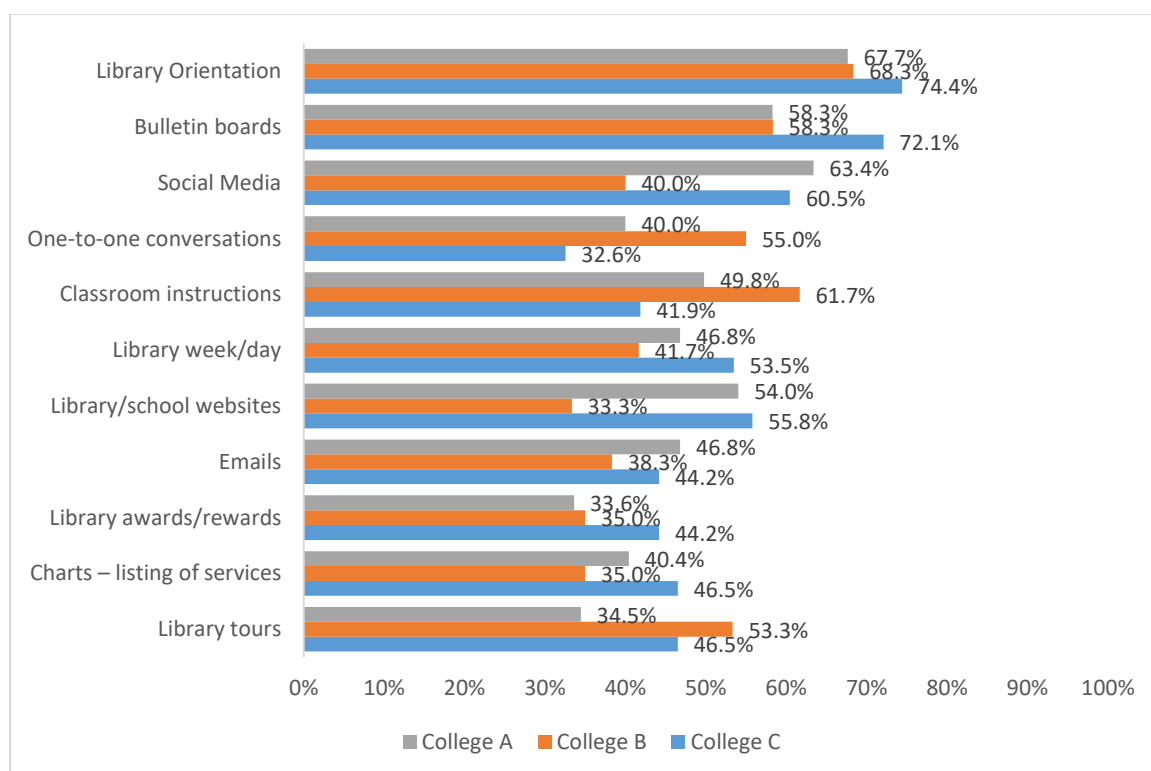


Figure 9. Comparison of the respondents who have accessed to the marketing strategies of library services common to the three colleges.

Respondents' Perceived Effectiveness of the Marketing Strategies of Library Resources

Figure 10 shows that all marketing strategies of library resources were rated as highly effective by more than fifty percent of the respondents who were able to access them (leaflets = 54% to social media =86.7%). The top four services which the respondents rated as highly effective in promoting library resources were social media (86.7%), charts, (82.7%), book launching (80.7%), and classroom instructions (80.5%). Furthermore, 7 of every 10 respondents rated library manuals (79.9%), pathfinders (79.6%), bulletin boards (79.5%), library orientation (78.3%), electronic bulletin boards (78.0%), library/school websites (77.9%), exhibits/displays (76.0%), blogs (74.2%), emails (74.1%), library week/day (73.8%), and brochures (73.6%) as highly effective in promoting the library resources. Moreover, the five strategies of library resources with more respondents rated as moderately effective were leaflets (40.0%), one-to-one conversation (32.3%), open house (29.6%), library awards/rewards (29.1%) and book fair (28.0%). Social media topped among the marketing strategies as highly effective because most of the students today have social media accounts and active in using it.

Meanwhile, the five marketing strategies of library resources which were rated as ineffective were library awards (13.4%), library tours (11.3%), library workshops (10.0%), giveaways (7.9%), and one-to-one conversation (7.6%).

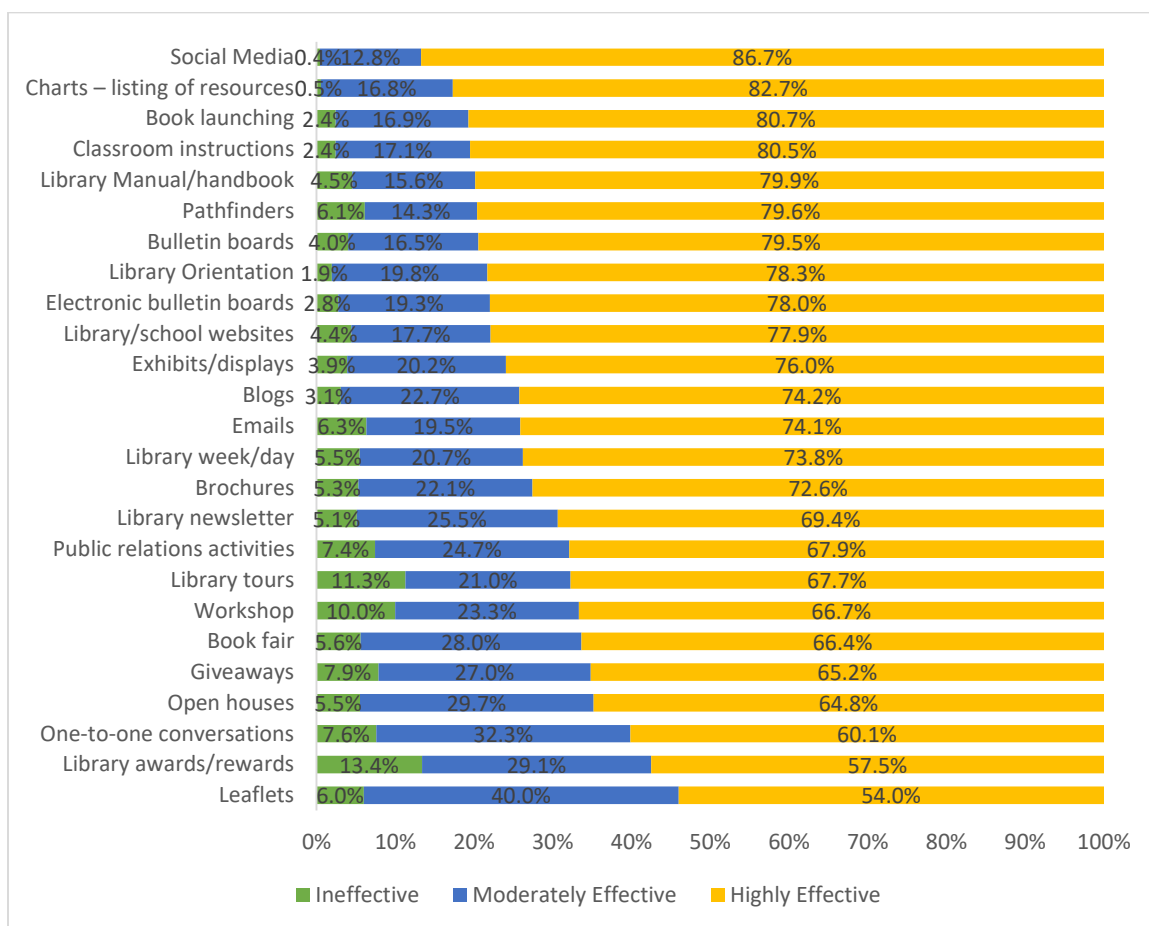


Figure 10. Respondents' perceived effectiveness of the marketing strategies of library resources.

Figure 11 shows that among the eleven marketing strategies of library resources common to Colleges A, B, and C, social media was rated as the most highly effective strategy (81.8%, 100.0%, and 100%, respectively). In the case of bulletin boards 8 of every 10 of the respondents in College A (86.9%) rated it as highly effective, while only 6 of every 10 of the respondents in Colleges B (60.5%) rated it as highly effective, and only 4 of every 10 of the respondents in College C (47.6%) rated it as highly effective. In the case of classroom instructions, 9 of every 10 respondents in College B (90.7%) rated it as highly effective, while only 8 of every 10 of the respondents in College A (80.6%) rated it as highly effective, and there were only 3 of every 10 respondents of College C

(35.3%) rated it as highly effective. Furthermore, the data reveal that library awards/rewards (21.6%, 41.2%, and 64.7) have more respondents rated it as moderately effective in the three colleges. Moreover, the data also reveals that in College A (15.9%) more respondents rated library awards as ineffective in promoting library resources, while in College B (19.0%) more respondents rated library week/day as ineffective in promoting library resources, and in College C (19.0%) more respondents rated bulletin boards as ineffective in promoting library resources.

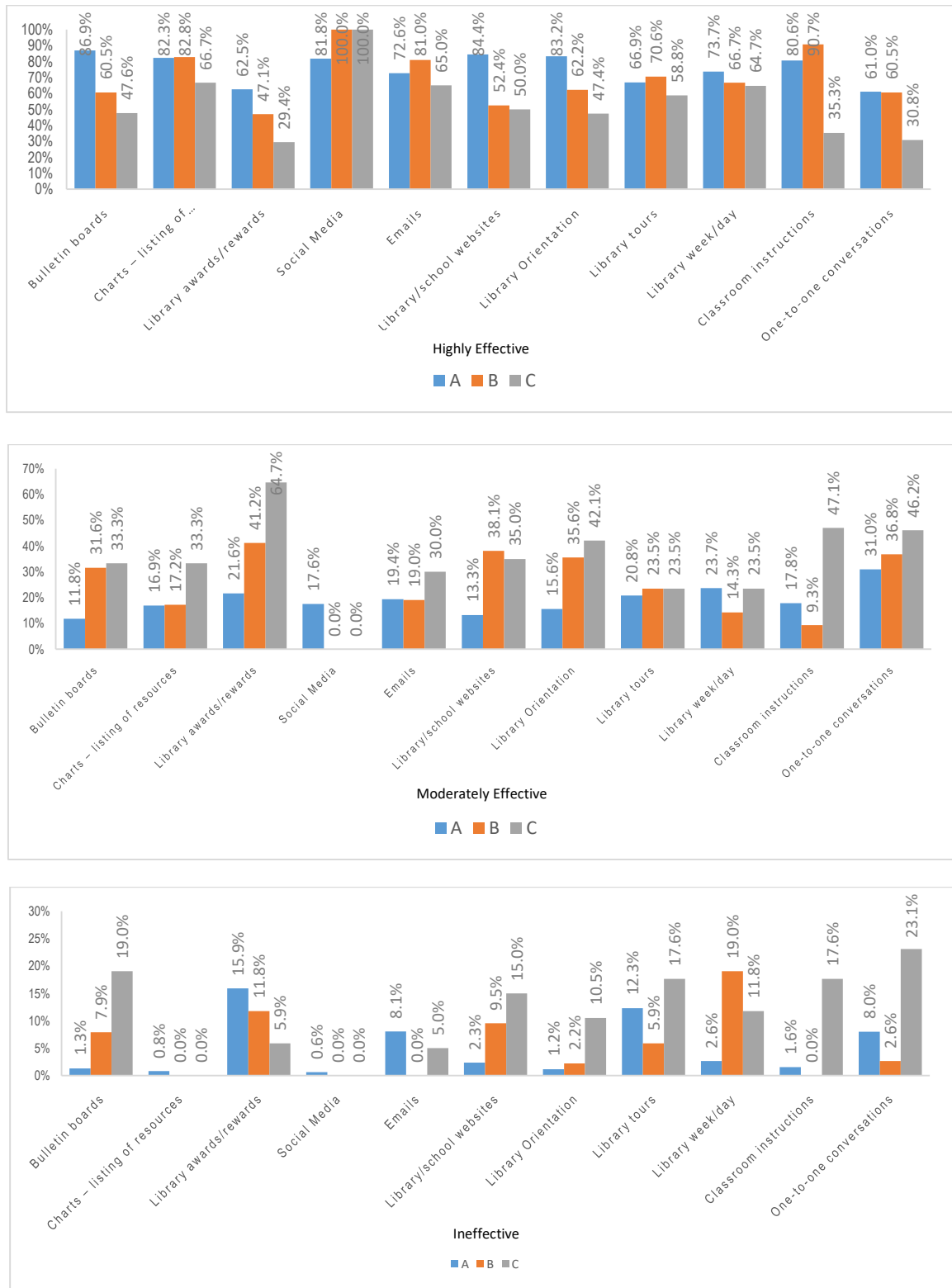


Figure 11. Comparison of the respondents' perceived effectiveness of library resources common to the three colleges.

Respondents' Perceived Effectiveness of the Marketing Strategies of Library Services

Figure 12 shows that all marketing strategies of library resources were rated as highly effective by more than fifty percent of the respondents who were able to access them (newsletter = 52.4% to charts =81.6%). The data show that 8 of every 10 respondents who were able to access rated charts (81.6%) as highly effective strategies in promoting library services. This means that students are reading charts posted in the library walls to learn about library services. Furthermore, 7 of every 10 respondents who were able to access rated electronic bulletin boards (79.4%), bulletin boards (79.4%), social media (77.4%), library/school websites (76.0%), library manual/handbook (75.4%), classroom instructions (75.0%), open houses (75.0%), library orientation (75.0%), leaflets (74.0%), library week/day (71.5%), and library workshops/seminars (70.9%) as highly effective in promoting the library services. Moreover, the five strategies of library services with more respondents rated as moderately effective were library newsletter (35.9%), library awards/rewards (31.9%), one-to-one conversation (30.5%), giveaways (30.3%) and blogs (28.1%).

Meanwhile, the five marketing strategies of library resources with more respondents rated as ineffective were library newsletter (11.7%), library awards/rewards (10.9%), library tours (10.5%), library workshops/seminars (8.5%), and brochures (7.9%).

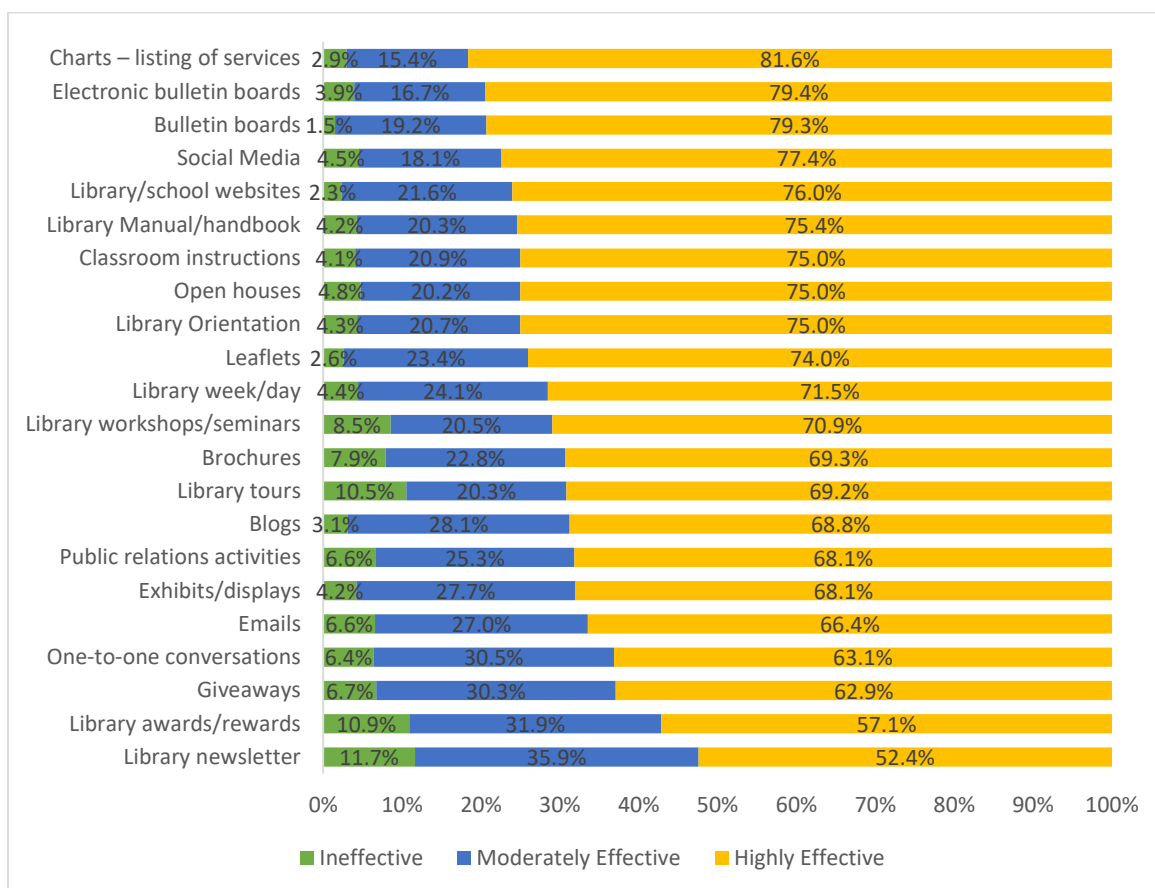


Figure 12. Respondents' perceived effectiveness of the marketing strategies of library services.

Figure 13 shows that among the eleven marketing strategies of library services common in Colleges A, B, and C, charts was rated as the most highly effective strategy (80.0%, 81.0%, and 75.0%, respectively). In the case of classroom instructions 100% of the respondents in College C rated it as highly effective, while only 8 of every 10 of the respondents in Colleges B (81.0%) rated it as highly effective, and only 6 of every 10 of the respondents in College A (69.2%) rated it as highly effective. In the case of bulletin boards, 8 of every 10 respondents in College B (80.0%) rated it as highly effective, while 7 of every 10 of the respondents in College A (78.8%) rated it as highly effective, and there were only 3 of every 10 respondents of College C (33.3%) rated it as highly effective. Furthermore, the data reveal that one-to-one conversations have more

respondents rated it as moderately effective in College A (24.5%) and B (45.5%), while bulletin boards have more respondents rated it as moderately effective in College C (66.7%). Moreover, the data also show that in College A (10.1%) and College C (20.0%) more respondents rated library awards as ineffective in promoting library services, while in College B (13.0%) more respondents rated emails as ineffective in promoting library services.

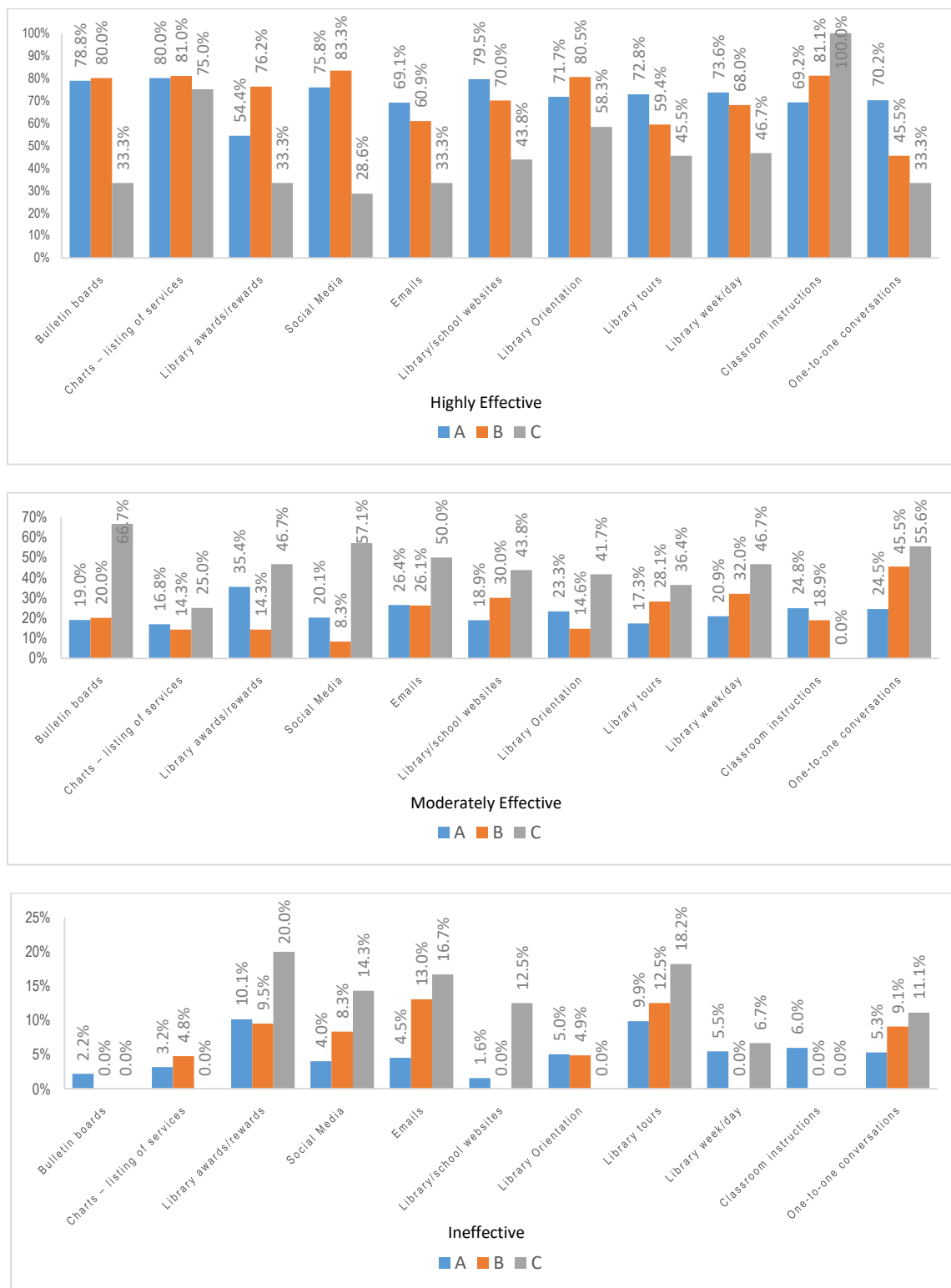


Figure 13. Comparison of the respondents' perceived effectiveness of library services common to the three colleges.

Relationship between the Respondents' Demographic Characteristics and Their Level of Awareness of Marketing Strategies of Library Resources

The marketing strategies for library resources were grouped into three categories: Print materials, Digital media, and Events. The marketing strategies that belongs to print materials are leaflets, traditional bulletin boards, charts, pathfinder, library manual/handbook, giveaways, brochures, library awards/rewards, and newsletter. For digital media, the marketing strategies included are the social media, emails, electronic bulletin boards, blogs, and library websites. For events, the marketing strategies are library orientation, library workshops, library tours, library week, book fair, open house, classroom instructions, public relations, one-to-one conversation, and exhibits/displays.

Gender. The table 3 shows that in print materials, male (50.9%) and female (49.6%) respondents have almost the same proportion of respondents in the high level of awareness. The result of the statistical test ($CV=.023$, $p=.912$) revealed that gender is not significantly associated with the awareness of the respondents. Therefore the alternative hypothesis stating that there is a significant relationship between gender and awareness of the marketing strategies of library resources under print materials is rejected. Males are just as aware as females of the marketing strategies of library resources under print materials.

The data show that in digital media, slightly more than half of the male (52.8%) and female (55.6%) respondents have a high level of awareness. The result of the statistical test ($CV=.083$, $p=.513$) revealed that gender is not significantly associated with the awareness of the respondents. Therefore the alternative hypothesis stating that there is a significant relationship between gender and awareness of the marketing strategies of library resources under digital media is rejected. Males are just as aware as females of the marketing strategies of library resources under digital media.

The data further show that in events, male (54.7%) and female (47.9%) respondents have almost the same percentage with a high level of awareness. The result of the statistical test ($CV=.104$, $p=.163$) revealed that gender is not significantly associated with the awareness of the respondents. Therefore the alternative hypothesis stating that there is a significant relationship between gender and awareness of the marketing strategies of library resources under events is rejected. Males are just as aware as females of the marketing strategies of library resources under events.

Table 3. Relationship between the respondents' gender and their level of awareness of the marketing strategies of library resources.

Gender	Awareness								
	Low		Moderate		High		Total		
	f	%	f	%	f	%	f	%	
Print Materials									
Male	15	14.2	37	34.9	54	50.9	106	100	
Female	37	15.9	80	34.5	115	49.6	232	100	
Cramer's V = .023	p = .912 (not sig)								
Digital Media									
Male	16	15.1	34	32.1	56	52.8	106	100	
Female	22	9.5	81	34.9	129	55.6	232	100	
Cramer's V = .083	p = .315 (not sig)								
Events									
Male	13	12.3	35	33.0	58	54.7	106	100	
Female	44	16.9	84	35.2	104	47.9	232	100	
Cramer's V = .104	p = .163 (not sig)								

Year Level. Table 4 shows that in print materials, more than half of the first year (53.8%) and fourth year (50.0%) respondents have a high level of awareness, while almost half of the second year (47.4%) and of the third year (45.2%) respondents have a high level of awareness. The result of the statistical test ($G=.000$, $p=.998$) revealed that year level is not significantly associated with awareness of the respondents. Therefore the alternative hypothesis stating that there is a significant relationship between year level and awareness of the marketing strategies of library resources under

print materials is rejected. Regardless of year level, the students have the same level of awareness.

In digital media, nearly two-thirds of the first year (64.4%) respondents have a high level of awareness, while slightly more than half of the fourth year (54.5%) respondents have a high level of awareness, nearly half of the third year (48.4%) have a high level of awareness and slightly more than one-third of the second year (39.5%) have a high level of awareness. The result of the statistical test ($G = -.123$, $p = .096$) revealed that year level is not significantly associated with awareness of the respondents. Therefore the alternative hypothesis stating that there is a significant relationship between year level and awareness of the marketing strategies of library resources under digital media is rejected. The result implies that regardless of year level, the students have the same level of awareness of the marketing strategies of library resources under digital media.

The data further shows that in events, first year (57.7%), and fourth year (45.5%) respondents have a higher proportion in the high level of awareness, while almost half of the second year (42.1%) and third year (48.4%) respondents have a higher proportion in the moderate level of awareness. The result of the statistical test ($G = -.151$, $p = .043$) revealed that there was a negative association between year level and awareness of the respondents. Therefore the alternative hypothesis stating that there is a significant relationship between year level and awareness of the marketing strategies of library resources under events is accepted. The result implies that as their year level goes higher, their level of awareness tends to decrease.

Table 4. Relationship between the respondents' year level and their level of awareness of the marketing strategies of library resources.

Year Level	Awareness							
	Low		Moderate		High		Total	
	f	%	f	%	f	%	f	%
Print Material								
1 st Yr.	15	14.4	33	31.7	56	53.8	106	100
2 nd Yr.	13	34.2	7	18.4	18	47.4	38	100
3 rd Yr.	8	12.9	26	41.9	28	45.2	62	100
4 th Yr.	16	11.9	51	38.1	67	50.0	134	100
Gamma =.000	p = .998 (not sig)							
Digital Media								
1 st Yr.	3	2.9	34	32.7	67	64.4	104	100
2 nd Yr.	10	26.3	13	34.2	15	39.5	38	100
3 rd Yr.	5	8.1	27	43.5	30	48.4	62	100
4 th Yr.	20	14.9	41	30.6	73	54.5	134	100
Gamma = -.123	p =.096 (not sig)							
Events								
1 st Yr.	13	12.5	31	29.8	60	57.7	104	100
2 nd Yr.	7	18.4	16	42.1	15	39.5	38	100
3 rd Yr.	6	9.7	30	48.4	26	41.9	62	100
4 th Yr.	31	23.1	42	31.3	61	45.5	134	100
Gamma= -.151	p = .043 (sig)							

College. Table 5 shows that in prints materials, College A (48.5%) and College C (72.1%) respondents have a higher percentage in the high level of awareness, while College B (48.3%) respondents have a higher percentage in the moderate level of awareness. The result of the statistical test ($CV=.154$, $p=.003$) revealed that college, where the respondents belong, is significantly associated with their awareness. Therefore the alternative hypothesis stating that there is a significant relationship between college and awareness of the marketing strategies of library resources under print materials is accepted. The result implies that College C students tend to be more aware than those College B and A students.

The data show that in digital media, more than half of the respondents in colleges A, B, and C have a high level of awareness (50.2%, 58.3%, and 74.4%, respectively). The result of the statistical test ($CV=.154$, $p=.003$) revealed that college, where the

Age. Table 6 reveals that in print materials, respondents who were 18-20 years old (52.1%) and 21 – 24 years old (49.2%) have a higher proportion in the high level of awareness, while respondents who were 25 – 29 years old (42.9%) have a higher proportion in the moderate level of awareness. The result of the statistical test ($G=-.113$, $p=.214$) revealed that age is not significantly associated with awareness of the respondents. Therefore the alternative hypothesis stating that there is a significant relationship between age and awareness of the marketing strategies of library resources under print materials is rejected. The result implies that regardless of age, the students have the same level of awareness of the marketing strategies of library resources under print materials.

The data shows that in digital media, slightly more than half of the respondents who were 18-20 years old (56.2%), 21-24 years old (53.8%) and nearly half of the respondents who were 25-28 years old (42.9%) have a higher proportion in the high level of awareness. The result of the statistical test ($G=-.072$, $p=.447$) revealed that age is not significantly associated with awareness of the respondents. Therefore the alternative hypothesis stating that there is a significant relationship between age and awareness of the marketing strategies of library resources under digital media is rejected. The result implies that regardless of age, the students have the same level of awareness of the marketing strategies of library resources under digital media.

The table further shows that in events, the respondents who were 18-20 years old (49.0%), 21-24 years old (47.4%), and 25-29 years old (35.7%) have a higher proportion in the high level of awareness. The result of the statistical test ($G=-.054$, $p=.551$) revealed that age was not significantly associated with awareness of the respondents. Therefore the alternative hypothesis stating that there is a significant relationship between age and awareness of the marketing strategies of library resources

under events is rejected. The result implies that regardless of age, the students have the same level of awareness of the marketing strategies of library resources under events.

Table 6. Relationship between the respondents' age and their level of awareness of the marketing strategies of library resources.

Age	Awareness							
	Low		Moderate		High		Total	
	f	%	f	%	f	%	f	%
Print Materials								
18-20	27	13.9	66	34.0	101	52.1	194	100
21-24	21	16.2	45	34.6	64	49.2	130	100
25-28	4	28.6	6	42.9	4	28.6	14	100
Gamma= -.113	p = .214 (not sig)							
Digital Media								
18-20	21	10.8	64	33.0	109	56.2	194	100
21-24	14	10.8	46	35.4	70	53.8	130	100
25-28	3	21.4	5	35.7	6	42.9	14	100
Gamma= -.072	p = .447 (not sig)							
Events								
18-20	32	16.5	67	34.5	95	49.0	194	100
21-24	21	16.2	47	36.2	62	47.4	130	100
25-28	4	28.6	5	35.7	5	35.7	14	100
Gamma= -.054	p = .551 (not sig)							

Relationship between the Respondents' Demographic Characteristics and Their Level of Awareness of the Marketing Strategies of Library Services

The marketing strategies for library services were grouped into three categories: Print materials, Digital media, and Events. The marketing strategies that belongs to print materials were leaflets, bulletin boards, charts, library manual/handbook, giveaways, brochures, library awards/rewards, and newsletter. Under digital media, the marketing strategies were social media, emails, electronic bulletin boards, blogs, and Library websites. Under events, the marketing strategies were library orientation, library workshops, library tours, library week, open house, classroom instructions, public relations, one-to-one conversation, and exhibits/displays.

Gender. Table 7 shows that in print materials, more than one-third of male (38.7%) and female (41.8%) respondents have a high level of awareness. The result of

the statistical test ($CV=.023$, $p=.839$) revealed that gender is not significantly associated with awareness of the respondents. Therefore the alternative hypothesis stating that there is a significant relationship between gender and awareness of the marketing strategies of library services under print materials is rejected. Males are just as aware as females of the marketing strategies of library services under print materials.

The data show that in digital media, nearly half of the male (49.1%) and female (49.1%) respondents have a high level of awareness. The result of the statistical test ($CV=.068$, $p=.454$) revealed that gender is not significantly associated with awareness of the respondents. Therefore the alternative hypothesis stating that there is a significant relationship between gender and awareness of the marketing strategies of library services under digital media is rejected. Males are just as aware as females of the marketing strategies of library services under digital media.

The data further show that in events, more than half of the male (56.6%) and female (56.6%) respondents have a high level of awareness. The result of the statistical test ($CV=.056$, $p=.590$) revealed that gender is not significantly associated with awareness of the respondents. Therefore the alternative hypothesis stating that there is a significant relationship between gender and awareness of the marketing strategies of library services under events is rejected. Males are just as aware as females of the marketing strategies of library services under events by their female counterparts.

Table 7. Relationship between the respondents' gender and their level of awareness of the marketing strategies of library services.

Gender	Awareness							
	Low		Moderate		High		Total	
	f	%	f	%	f	%	f	%
Print Materials								
Male	34	32.1	31	29.2	41	38.7	106	100
Female	73	31.5	62	26.7	94	41.8	232	100
Cramer's V = .032	p = .839 (not sig)							
Digital Media								
Male	17	16.0	37	34.9	52	49.1	106	100
Female	49	21.1	69	29.7	114	49.1	232	100
Cramer's V = .068	p = .454 (not sig)							
Events								
Male	20	18.9	26	24.5	60	56.6	106	100
Female	54	23.3	59	25.4	119	56.6	232	100
Cramer's V = .056	p = .590 (not sig)							

Year Level. Table 8 shows that in print materials, first year (47.1%), second year (39.5%), and fourth year (37.3%) respondents have a higher proportion in the high level of awareness, while third year (32.3%) respondents have a higher proportion in the moderate level of awareness. The result of the statistical test ($G=-.115$, $p=.095$) revealed that year level is not significantly associated with awareness of the respondents. Therefore the alternative hypothesis stating that there is a significant relationship between year level and awareness of the marketing strategies of library services under print materials is rejected. Regardless of year level, the students have the same level of awareness of the marketing strategies of library services.

The data show that in digital media, half of the respondents of the first year (53.8%) and third year (50.0%) have a high level of awareness and nearly half of the respondents of the second year (42.1%) and fourth year (47.0%) also have a high level of awareness. The result of the statistical test ($G=-.103$, $p=.144$) revealed that year level is not significantly associated with awareness of the respondents. Therefore the alternative hypothesis stating that there is a significant relationship between year level

and awareness of the marketing strategies of library services under digital media is rejected. The result implies that regardless of year level, the students have the same level of awareness of the marketing strategies of library services under digital media.

The table further shows that in events, nearly two-thirds of first year respondents (63.5%), while almost half of third year (48.4%) and fourth year (48.5%) respondents and nearly one-third of second year respondents have a high level of awareness. The result of the statistical test ($G = -.173$, $p = .018$) revealed that there is a negative association between year level and awareness of the respondents. Therefore the alternative hypothesis stating that there is a significant relationship between year level and awareness of the marketing strategies of library services under events is accepted. The result implies that as their year level goes higher, their level of awareness tends to decrease. This means that the librarians also need to include higher year level when doing the marketing strategies of library services under events.

Table 8. Relationship between the respondents' year level and their level of awareness of the marketing strategies of library services.

Year Level	Awareness							
	Low		Moderate		High		Total	
	f	%	f	%	f	%	f	%
Print Materials								
1 st Yr.	25	24.0	30	28.8	49	47.1	104	100
2 nd Yr.	17	44.7	6	15.8	15	39.5	38	100
3 rd Yr.	18	29.0	20	32.3	24	28.7	62	100
4 th Yr.	47	35.1	37	27.6	50	37.3	134	100
Gamma= -.115	p = .095 (not sig)							
Digital Media								
1 st Yr.	11	10.6	34	35.6	56	53.8	106	100
2 nd Yr.	14	36.8	8	21.1	16	42.1	38	100
3 rd Yr.	9	15.5	22	35.5	31	50.0	60	100
4 th Yr.	32	23.9	39	29.1	63	47.0	134	100
Gamma= -.103	p = .144 (not sig)							
Events								
1 st Yr.	17	16.3	21	20.2	66	63.5	106	100
2 nd Yr.	8	21.1	12	31.6	20	32.3	38	100
3 rd Yr.	12	19.4	20	32.3	30	48.4	60	100
4 th Yr.	37	27.6	32	23.9	65	48.5	134	100
Gamma= -.173	p = .018 (sig)							

College. Table 9 shows that in print materials, slightly more than one-third of the respondents in College A (42.1%) and College C (39.5%) have a high level of awareness, while slightly more than one-third of the respondents in College B (41.7%) have a higher proportion in the moderate level of awareness. The result of the statistical test (CV=.159, p=.002) revealed that college, where the respondents belong, is significantly associated with awareness of the respondents. Therefore the alternative hypothesis stating that there is a significant relationship between the college and awareness of the marketing strategies of library services under print materials is accepted. The result implies that College A students are more lie aware of the marketing strategies of library services than college B and C.

The data show that in digital media, half of the respondents in College A (50.2%) and C (51.2%) have a high level of awareness, while almost half of the respondents in

College B (46.7%) have a moderate level of awareness. The result of the statistical test ($CV=.216$, $p=.000$) revealed that college, where the respondents belong, is significantly associated with awareness of the respondents. Therefore the alternative hypothesis stating that there is a significant relationship between the college and awareness of the marketing strategies of library services under digital media is accepted. The result implies that College C students are more lie aware of the marketing strategies of library services than college B and C.

The data further show that in events, Almost half of the respondents in College A (49.4%), slightly more than two thirds (68.3%) of the respondents in College B, and slightly more than half (53.0%) of the respondents in College C have a high level of awareness. The result of the statistical test ($CV=.111$, $p=.079$) revealed that college, where the respondents belong, is not significantly associated with awareness of the respondents. Therefore the alternative hypothesis stating that there is a significant relationship between the college and awareness of the marketing strategies of library services under events is rejected. The result implies that regardless of the college where the students belong does not affect their awareness of the marketing strategies under events.

Table 9. Relationship between the respondents' college and their level of awareness of the marketing strategies of library services

College	Awareness							
	Low		Moderate		High		Total	
	f	%	f	%	f	%	f	%
Print Materials								
A	72	30.6	64	27.2	99	42.1	235	100
B	13	21.7	25	41.7	22	26.7	60	100
C	22	51.2	4	9.3	17	39.5	43	100
Cramer's V= .159	p = .002 (sig)							
Digital Media								
A	41	17.4	76	32.2	118	50.2	235	100
B	6	10.6	28	46.7	26	43.3	60	100
C	19	44.2	2	4.7	22	51.2	43	100
Cramer's V= .216	p = .000 (sig)							
Events								
A	58	24.7	61	26.0	116	49.4	235	100
B	6	10.0	13	21.7	41	68.3	60	100
C	10	21.9	11	25.1	22	53.0	43	100
Cramer's V= .111	p = .079 (not sig)							

Age. Table 10 shows that in print materials, nearly half of the respondents who were 18-20 years old (46.4%) have a high level of awareness, while more than one-third of the respondents who were 21 – 24 years old (40.0%), and more than half of the respondents who were 25 – 28 years old (57.1%) have a low level of awareness. The result of the statistical test ($G = -.287$, $p = .001$) revealed that there is a significant negative association between the respondents' age and awareness of the marketing strategies of library services. Therefore the alternative hypothesis stating that there is a significant relationship between age and awareness of the marketing strategies of library services under print materials is accepted. The result implies that as the age goes up, the students' awareness of the marketing strategies of library services under print materials tends to decrease.

The data reveal that in digital media, slightly more than half the respondents who were 18 – 20 years old (51.5%) and nearly half of the respondents who were 21-24 years old (46.9%) have a high level of awareness, while slightly more than half of the

respondents who were 25 – 28 years old (57.1%) have a low level of awareness. The result of the statistical test ($G=-.167$, $p=.068$) revealed that age is not significantly associated with awareness of the respondents. Therefore the alternative hypothesis stating that there is a significant relationship between age and awareness of the marketing strategies of library services under digital media is rejected. The result implies that regardless of age, the students have the same level of awareness of the marketing strategies of library services under digital media.

The data further reveal that in events, slightly more than half of the respondents who were 18-20 years old (55.2%) and 21-24 years old (52.3%) have high level of awareness, while slightly more than half of the respondents also who were 25-28 (57.1%) have a low level of awareness. The result of the statistical test ($G=-.143$, $p=.119$) revealed that age is not significantly associated with awareness of the respondents. Therefore the alternative hypothesis stating that there is a significant relationship between age and awareness of the marketing strategies of library services under events is rejected. The result implies that regardless of age, the students have the same level of awareness of the marketing strategies of library services under events.

Table 10. Relationship between the respondents' age and their level of awareness of the marketing strategies of library services.

Age	Awareness							
	Low		Moderate		High		Total	
	f	%	f	%	f	%	f	%
Print Materials								
18-20	47	24.2	57	29.4	90	46.4	194	100
21-24	52	40.0	33	25.4	45	34.6	130	100
25-28	8	57.1	3	21.4	3	21.4	14	100
Gamma= -.287	p = .001 (sig)							
Digital Media								
18-20	30	15.5	64	33.0	100	51.5	194	100
21-24	28	21.5	41	31.5	61	46.9	130	100
25-28	8	57.1	1	7.1	5	35.7	14	100
Gamma= -.167	p = .068 (not sig)							
Events								
18-20	37	19.1	50	25.8	107	55.2	194	100
21-24	29	22.3	33	25.4	68	52.3	130	100
25-28	8	57.1	2	14.3	4	28.6	14	100
Gamma= -.143	p = .119 (not sig)							

Relationship between the Respondents' Demographic Characteristics and their level of Access to the Marketing Strategies of Library Resources

Gender. Table 11 shows that in print materials, slightly more than one-third of male (37.1%) and female (44.0%) have a moderate level of access. The result of the statistical test (CV=.063, p=.542) revealed that the gender of the respondents is not significantly associated with their access. Therefore the alternative hypothesis stating that there is a significant relationship between gender and access to the marketing strategies of library resources under print materials is rejected. The result implies that regardless of gender, students have the same level of access to the marketing strategies of library resources under print materials.

The data show that in digital media, slightly more than half of the male (56.6%) and female (58.8%) have a high level of access. The result of the statistical test (CV=.069, p=.464) revealed that the gender of the respondents is not significantly associated with their access. Therefore the alternative hypothesis stating that there is a

significant relationship between gender and access to the marketing strategies of library resources under digital media is rejected. The result implies that regardless of gender, students have the same level of access to the marketing strategies of library resources under digital media.

The data also show that in events, slightly more than half of the male (55.3%) and female (50.5%) have a moderate level of access. The result of the statistical test ($CV=.051$, $p=.656$) revealed that the gender of the respondents is not significantly associated with their access. Therefore the alternative hypothesis stating that there is a significant relationship between gender and access to the marketing strategies of library resources under events is rejected. The result implies that regardless of gender, students have the same level of access to the marketing strategies of library resources under digital media.

Table 11. Relationship between the respondents' gender and their level of access to the marketing strategies of library resources

Gender	Access								
	Low		Moderate		High		Total		
	f	%	f	%	f	%	f	%	
Print Materials									
Male	32	31.1	39	37.9	32	31.1	103	100	
Female	55	26.3	92	44.0	62	29.7	209	100	
Cramer's V = .063	p = .542 (not sig)								
Digital Media									
Male	9	9.1	34	34.3	56	56.6	99	100	
Female	12	5.4	81	36.5	129	58.1	222	100	
Cramer's V = .069	p = .464 (not sig)								
Events									
Male	21	20.4	57	55.3	25	24.3	103	100	
Female	54	24.7	111	50.7	54	24.7	219	100	
Cramer's V = .051	p = .656 (not sig)								

Year Level. Table 12 reflects that in print materials, slightly one-third of first year (39.0%) respondents, and nearly half of the third year (45.8%) and fourth year (46.7%) have a moderate level of access, while slightly more than one-third of the second year (38.7%) have a high level of access. The result of the statistical test ($G=.083$, $p=.249$) revealed that the respondents' year level is not significantly associated with their access. Therefore the alternative hypothesis stating that there is a significant relationship between year level and access to the marketing strategies of library resources under print materials is rejected. The result implies that regardless of year level, the students have the same level of access to the marketing strategies of library resources under print materials.

The data show that in digital media, almost two-thirds of the first year (64.4%) respondents, and half of the second year (50.0%), third year (50.0%), and fourth year (57.5%) respondents have a high level of access. The result of the statistical test ($G=-.108$, $p=.188$) revealed that respondents' year level is not significantly associated with their access. Therefore the alternative hypothesis stating that there is a significant

relationship between year level and access to the marketing strategies of library resources under digital media is rejected. The result implies that regardless of year level, the students have the same level of access to the marketing strategies of library resources under digital media.

The data also show that in events, more than half of the second year (58.8%) and third year (62.1%) respondents, and almost half of the first year (49.4%) and fourth year (48.0%) have also a moderate level of access. The result of the statistical test ($G=-.171$, $p=.027$) revealed that there is a significant negative association between the respondents' year level and access to the marketing strategies of library resources under events. Therefore the alternative hypothesis stating that there is a significant relationship between year level and access to the marketing strategies of library resources under events is accepted. The result implies that as the students' year level goes higher, their level of access tends to decrease. This means that the librarians also need to include those who are in the higher year level when doing the marketing strategies of library resources under events.

Table 12. Relationship between the respondents' year level and their level of access to the marketing strategies of library resources.

Year Level	Access							
	Low		Moderate		High		Total	
	f	%	f	%	f	%	f	%
Print Materials								
1 st Yr.	25	25.0	39	39.0	36	36.0	100	100
2 nd Yr.	11	35.5	8	25.8	12	38.7	31	100
3 rd Yr.	18	27.0	27	45.8	14	23.7	59	100
4 th Yr.	33	27.9	57	46.7	32	26.2	122	100
Gamma = .083	p = .249 (not sig)							
Digital Media								
1 st Yr.	3	2.9	34	32.7	67	64.4	104	100
2 nd Yr.	2	6.7	13	43.3	15	50.0	30	100
3 rd Yr.	3	5.0	27	45.0	30	50.0	60	100
4 th Yr.	13	10.2	41	32.3	73	57.5	127	100
Gamma = -.108	p = .188 (not sig)							
Events								
1 st Yr.	20	19.4	51	49.4	32	31.1	103	100
2 nd Yr.	5	14.7	20	58.8	9	26.5	34	100
3 rd Yr.	12	20.7	36	62.1	10	17.2	58	100
4 th Yr.	38	29.9	61	48.0	28	22.0	127	100
Gamma= -.171	p = .027 (sig)							

College. Table 13 shows that in print materials, almost half of the respondents in College A (42.9%) and B (46.4%) have a moderate level of access, while almost half also of the respondents in College C (46.2%) have a high level of access. The result of the statistical test ($CV=.149$, $p=.140$) revealed that college, where the respondents belong, is not significantly associated with access of the respondents. Therefore the alternative hypothesis stating that there is a significant relationship between college and access to the marketing strategies of library resources under print materials is rejected. The result implies that the college where the students belong is not likely to influence their access to the marketing strategies materials of library resources under print materials.

The table also shows that in digital media, more than half of the respondents in College A (52.0%), B (61.4%) and C (86.5%) have a high level of access. The result of

Age. Table 14 shows that in print materials, slightly more than one-third of the respondents who were 18-20 years old (37.4) and 25-28 years old (38.5%), and nearly half of the respondents who were 21-24 years old (49.2%) have a moderate level of access. The result of the statistical test ($G=-.124$, $p=.167$) revealed that the respondents' age is not significantly associated with their access. Therefore the alternative hypothesis stating that there is a significant relationship between age and access to the marketing strategies of library resources under print materials is rejected. The result implies that age of the students is not likely to influence their access to the marketing strategies of library resources under print materials.

The data show that in digital media, more than half of the respondents who were 18-20 years old (58.6%) and 21-24 years old (57.4%), and almost half of the respondents who were 25-28 years old (46.2%) also have a high level of access. The result of the statistical test ($G=-.046$, $p=.650$) revealed that the respondents' age is not significantly associated with their access. Therefore the alternative hypothesis stating that there is a significant relationship between age and access to the marketing strategies of library resources under events is rejected. The result implies that the age of the students is not likely to influence their access to the marketing strategies of library resources under digital media.

The data also show that in events, more than half of the respondents who were 21-24 years old (51.1%) and 21-24 years old (55.9%) have a moderate level of access, while more than half of the respondents who were 25-28 years old (53.8%) have a low level of access. The result of the statistical test ($G=-.100$, $p=.284$) revealed that the respondents' age is not significantly associated with their access. Therefore the alternative hypothesis stating that there is a significant relationship between age and access to the marketing strategies of library resources under events is rejected. The

result implies that the age of the students is not likely to influence their access to the marketing strategies of library resources under events.

Table 14. Relationship between the respondents' age and their level of access to the marketing strategies of library resources.

Age	Access							
	Low		Moderate		High		Total	
	f	%	f	%	f	%	f	%
Print Materials								
18-20	50	27.9	67	37.4	62	34.6	179	100
21-24	32	26.2	60	49.2	30	24.6	122	100
25-28	5	45.5	4	36.4	2	18.2	11	100
Gamma= -.124	p = .167 (not sig)							
Digital Media								
18-20	13	7.0	64	34.4	109	58.6	186	100
21-24	6	4.9	46	37.7	70	57.4	122	100
25-28	2	15.4	5	38.5	6	46.2	13	100
Gamma= -.046	p = .650 (not sig)							
Events								
18-20	41	22.5	93	51.1	48	26.4	182	100
21-24	27	21.3	71	55.9	29	22.8	127	100
25-28	7	53.8	4	30.8	2	15.4	13	100
Gamma= -.100	p = .284 (not sig)							

Relationship between the Respondents' Demographic Characteristics and Their Level of Access to the Marketing Strategies of Library Services

Gender. Table 15 shows that in print materials, more than one-third of male (38.6%) and female (41.0%) respondents have a high level of access. The result of the statistical test ($CV=.047$, $p=.737$) revealed that the respondents' gender is not significantly associated with their access. Therefore the alternative hypothesis stating that there is a significant relationship between gender and access to the marketing strategies of library services under print materials is rejected. The result implies that the gender of the students is not likely to influence their access to the marketing strategies of library services under print materials.

The data show that in digital media, more than one-third of male (39.8%) and female (43.4%) respondents have a moderate level of access. The result of the

Year Level. Table 16 shows that print materials, almost half of the first year (43.5%) and second year (43.3%) respondents have a high level of awareness, while 37.7% of the third year and 40.6% of the fourth year respondents a moderate level of access. The result of the statistical test ($G=.033$, $p=.658$) revealed that the respondents' year level is not significantly associated with their access. Therefore the alternative hypothesis stating that there is a significant relationship between year level and access to the marketing strategies of library services under print materials is rejected. The result implies that the year level of the students is not likely to influence their access to the marketing strategies of library services under print materials.

The data reveal, that in digital media, almost half of the first year (45.6%), third year (40.8%), and fourth year (41.1%) respondents have a moderate level of access, while almost half of the second year (40.9%) respondents have a high level of access. The result of the statistical test ($G=-.015$, $p=.852$) revealed that the respondents' year level is not significantly associated with their access. Therefore the alternative hypothesis stating that there is a significant relationship between year level and access to the marketing strategies of library services under digital media is rejected. The result implies that the year level of the students is not likely to influence their access to the marketing strategies of library services under digital media.

Data also show that in events, 42.4% of the second year, 45.5% of the third year, and 39.0% of the fourth year respondents have a low level of access, while 38.5% of the first year respondents have a moderate level of access. The result of the statistical test ($G=-.137$, $p=.061$) revealed that the respondents' year level is not significantly associated with their access. Therefore the alternative hypothesis stating that there is a significant relationship between year level and access to the marketing strategies of library services under events is rejected. The result implies that the year level of the

students is not likely to influence their access to the marketing strategies of library services under events.

Table 16. Relationship between the respondents' year level and their level of access to the marketing strategies of library services.

Year Level	Access							
	Low		Moderate		High		Total	
	f	%	f	%	f	%	f	%
Print Materials								
1 st Yr.	17	18.5	35	38.0	40	43.5	92	100
2 nd Yr.	12	40.0	5	16.7	13	43.3	30	100
3 rd Yr.	15	28.3	20	37.7	18	34.0	53	100
4 th Yr.	19	19.8	39	40.6	38	39.6	96	100
Gamma =.033	p = .658 (not sig)							
Digital Media								
1 st Yr.	15	16.7	41	45.6	34	37.8	90	100
2 nd Yr.	5	22.7	8	36.4	9	40.9	22	100
3 rd Yr.	12	24.5	20	40.8	17	34.7	49	100
4 th Yr.	19	20.0	39	41.1	37	38.9	95	100
Gamma = -.015	p = .852 (not sig)							
Events								
1 st Yr.	26	28.6	35	38.5	30	33.0	91	100
2 nd Yr.	14	42.4	10	30.0	9	27.3	33	100
3 rd Yr.	25	45.5	17	30.9	13	23.6	55	100
4 th Yr.	41	39.0	41	36.3	23	21.6	105	100
Gamma= -.137	p = .061 (not sig)							

College. Table 17 shows that in print materials, almost half of the respondents in College A (43.3%) have a moderate level of access, while almost half of the respondents in College B (41.2%) have a low level of access and slightly more than half of the respondents in College C (51.5%) have a high level of awareness. The result of the statistical test ($CV=.227$, $p=.000$) revealed that college, where the respondents belong, is significantly associated with their access. Therefore, the alternative hypothesis that there is a significant relationship between the college and access to the marketing strategies of library services under print materials is accepted. The result implies that College C students are more likely to access than College A and B students to the marketing strategies of library services under print materials.

The table also reveals that in digital media, nearly half of the respondents in College A (48.2%) and slightly more than one-third of the respondents in College B (34.2%) have a moderate level of access, while two-thirds of the respondents in College C (67.9%) have a high level of access. The result of the statistical test ($CV=.204$, $p=.000$) revealed that college, where the respondents belong, is significantly associated with their access. Therefore the alternative hypothesis stating that there is a significant relationship between the college and access to the marketing strategies of library services under digital media is accepted. The result implies that College C students are more likely to access than College A and B students to the marketing strategies of library services under print materials.

The table furthermore reveals that in events, more than half of the respondents in College B (58.5%) have a moderate level of access, while more than one-third of the respondents in College A (39.5%) and College B (44.4%) have a low level of access. The result of the statistical test ($CV=.268$, $p=.000$) revealed that college, where the respondents belong, is significantly associated with their access. Therefore the alternative hypothesis stating that there is a significant relationship between the college and access to the marketing strategies of library services under events is accepted. The result implies that College C students are more likely to access than College A and B students to the marketing strategies of library services under events.

Table 17. Relationship between the respondents' college and their level of access to the marketing strategies of library services.

College	Access							
	Low		Moderate		High		Total	
	f	%	f	%	f	%	f	%
Print Materials								
A	29	15.5	81	43.3	77	41.2	187	100
B	21	41.2	15	29.4	15	29.4	51	100
C	13	39.4	3	9.1	17	51.5	33	100
Cramer's V= .227	p = .000 (sig)							
Digital Media								
A	32	16.8	92	48.2	66	34.7	190	100
B	13	34.2	13	34.2	12	31.6	38	100
C	6	21.4	3	10.7	19	67.9	28	100
Cramer's V= .204	p = .000 (sig)							
Events								
A	77	39.5	67	34.4	51	26.2	195	100
B	13	24.5	31	58.5	9	17.0	53	100
C	16	44.4	5	13.9	25	41.7	36	100
Cramer's V= .268	p = .000 (sig)							

Age. Table 18 shows that in print materials, almost half of the respondents who were 18-20 years old (45.7%) have a high level of access, while almost half of the respondents who were 21-24 years old (40.2%) have a moderate level of access, and almost half of the respondents who were 25-28 years old (42.9%), have a low level of access. The result of the statistical test ($G = -.235$, $p = .016$) revealed that there is a significant negative association between the respondents' age and access to the marketing strategies of library services under print materials. Therefore the alternative hypothesis stating that there is a significant relationship between age and access to the marketing strategies of library services under print materials is accepted. The result implies that as the students become older, their access to the marketing strategies of library services tend to decrease.

The table also reflects that in digital media, 43.0% of the respondents who were 18-20 years old, 41.2% of the respondents who were 21-24 years old, and 37.8% of the respondents who were 25-28 years old have a moderate level of access. The result of

the statistical test ($G=-.224$, $p=.027$) revealed that there is a significant negative association between the respondents' age and access to the marketing strategies of library services under digital media. Therefore the alternative hypothesis stating that there is a significant relationship between age and access to the marketing strategies of library services under digital media is accepted. The result implies that as age becomes higher, the level of access to the marketing strategies of library services tends to decrease. The result implies that as the students become older, their access to the marketing strategies of library services tend to decrease.

The table further shows that in events, slightly more than one-third of the respondents' who were 18-20 years old (38.2%) have a moderate level of access, while nearly half of the respondents who were 21-24 years old and half of the respondents who were 25-28 years old have a low level of access. The result of the statistical test ($G=-.198$, $p=.038$) revealed that there is a significant negative association between the respondents' age and access to the marketing strategies of library services under events. Therefore the alternative hypothesis stating that there is a significant relationship between age and access to the marketing strategies of library services under events is accepted. The result implies that as the students become older, their access to the marketing strategies of library services tend to decrease.

Table 18. Relationship between the respondents' age and their level of access to the marketing strategies of library services.

Age	Access							
	Low		Moderate		High		Total	
	f	%	f	%	f	%	f	%
Print Materials								
18-20	32	19.8	56	34.6	74	45.7	162	100
21-24	28	27.5	41	40.2	33	32.4	102	100
25-28	3	42.9	2	28.6	2	28.6	7	100
Gamma= -.235	p = .016 (sig)							
Digital Media								
18-20	23	15.2	65	43.0	63	41.7	151	100
21-24	25	25.8	40	41.2	32	33.0	97	100
25-28	3	37.5	3	37.5	2	25.0	8	100
Gamma= -.224	p = .027(sig)							
Events								
18-20	52	32.1	62	38.3	48	29.6	162	100
21-24	51	44.0	40	34.5	25	21.6	116	100
25-28	3	50.0	1	16.7	2	33.3	6	100
Gamma= -.198	p =.038 (sig)							

Relationship between the Respondents' Demographic Characteristics and Their Perceived Effectiveness of the Marketing Strategies of Library Resources

Gender. Table 19 shows that in print materials, the majority of male (76.7%) and female (80.4%) respondents have rated highly effective in promoting library resources. The result of the statistical test ($CV=.045$, $p=.730$) revealed that the gender of the respondents is not significantly associated with their perceived effectiveness. Therefore the alternative hypothesis stating that there is a significant relationship between gender and perceived effectiveness of the marketing strategies of library resources under print materials is rejected. The result implies that gender for the students is not likely to influence their perceived effectiveness of the marketing strategies of library resources under print materials.

The data shows that in digital media, the majority of male (79.6%) and female (80.4%) respondents have rated highly effective in promoting library resources. The result of the statistical test ($CV=.044$, $p=.735$) revealed that the gender of the

Year Level. Table 20 shows that in print materials, the majority of the respondents in all year levels (76.0%, 67.7%, 79.7%, and 84.4%) have rated print materials as highly effective. The result of the statistical test ($G=.182$, $p=.073$) revealed that the respondents year level is not significantly associated with their perceived effectiveness. Therefore the alternative hypothesis stating that there is a significant relationship between year level and perceived effectiveness of the marketing strategies of library resources under print materials is rejected. The result implies that the year level of the students is not likely to influence their perceived effectiveness of the marketing strategies of library resources under print materials.

The table also shows that in digital media, the majority of the respondents in all year levels (82.5%, 79.4%, 72.4%, and 86.6%) have rated digital media as highly effective. The result of the statistical test ($G=.101$, $p=.330$) revealed that the respondents year level is not significantly associated with their perceived effectiveness. Therefore the alternative hypothesis stating that there is a significant relationship between year level and perceived effectiveness of the marketing strategies of library resources under digital media is rejected. The result implies that the year level of the students is not likely to influence their perceived effectiveness of the marketing strategies of library resources under digital media.

The data show that in events, more than half of the first year (52.4%) and third year (56.9%) respondents, and almost half of the fourth year (42.5%) respondents have rated events as moderately effective, while almost half of the second year (47.1%) respondents have rated events as ineffective in promoting library resources. The result of the statistical test ($G=.034$, $p=.649$) the respondents year level is not significantly associated with their perceived effectiveness. Therefore, the alternative hypothesis that there is a significant relationship between year level and perceived effectiveness of the

marketing strategies of library resources under events is rejected. The result implies that the year level of the students is not likely to influence their perceived effectiveness of the marketing strategies of library resources under digital media.

Table 20. Relationship between the respondents' year level and their perceived effectiveness of the marketing strategies of library resources.

Year Level	Effectiveness							
	Ineffective		Moderately Effective		Highly Effective		Total	
	f	%	f	%	f	%	f	%
Print Materials								
1 st Yr.	3	3.0	21	21.0	76	76.0	100	100
2 nd Yr.	2	6.5	8	25.8	21	67.7	31	100
3 rd Yr.	1	1.7	11	18.6	47	79.7	59	100
4 th Yr.	3	2.5	16	13.1	103	84.4	122	100
Gamma = .182	p = .073 (not sig)							
Digital Media								
1 st Yr.	3	2.9	15	14.6	85	82.5	103	100
2 nd Yr.	1	2.9	6	17.6	27	79.4	34	100
3 rd Yr.	0	0	16	27.6	42	72.4	58	100
4 th Yr.	1	.8	53	12.6	110	86.6	127	100
Gamma = .101	p = .330 (not sig)							
Events								
1 st Yr.	32	31.1	55	53.4	16	15.5	103	100
2 nd Yr.	16	47.1	11	32.4	7	20.6	34	100
3 rd Yr.	16	27.6	33	56.9	9	15.5	58	100
4 th Yr.	44	34.6	54	42.5	29	22.8	127	100
Gamma = .034	p = .649 (not sig)							

College. Table 21 shows that in print materials, the majority of the respondents in all colleges (82.6%, 73.2%, and 66.7%) have rated print materials as highly effective in promoting library resources. The result of the statistical test (CV=.182, p=.073) revealed that college, where the respondents belong, is not significantly associated with perceived effectiveness of the respondents. Therefore the alternative hypothesis stating that there is a significant relationship between the college and perceived effectiveness of the marketing strategies of library resources under print materials is rejected. The result implies that college where the students belong is not likely to influence their perceived effectiveness of the marketing strategies of library resources under print materials.

The data reveal that in digital media, the majority of the respondents from all colleges (81.5%, 78.9%, and 88.4%) have rated digital media as highly effective in promoting library resources. The result of the statistical test ($CV=.182$, $p=.073$) revealed that college, where the respondents belong, is not significantly associated with perceived effectiveness of the respondents. Therefore the alternative hypothesis stating that there is a significant relationship between the college and perceived effectiveness of the marketing strategies of library resources under digital media is rejected. The result implies that college where the students belong is not likely to influence their perceived effectiveness of the marketing strategies of library resources under digital media.

The table also shows that in events, almost half of the respondents in College A (46.8%) and almost two-thirds of the respondents in College B (61.4%) rated events as moderately effective, while almost half of the respondents in College C (44.2%) have rated events as ineffective in promoting library resources. The result of the statistical test ($CV=.142$, $p=.011$) revealed that the college where the respondents belong is significantly associated with their perceived effectiveness. Therefore the alternative hypothesis stating that there is a significant relationship between the college and perceived effectiveness of the marketing strategies of library resources under events is accepted.

Table 21. Relationship between the respondents' college and perceived effectiveness of the marketing strategies of library resources.

College	Effectiveness						Total	
	Ineffective		Moderately Effective		Highly Effective			
	f	%	f	%	f	%	f	%
Print Materials								
A	5	2.3	32	14.7	180	82.6	217	100
B	2	3.6	13	23.2	41	73.2	56	100
C	2	5.1	11	28.2	26	66.7	39	100
Cramer's V= .148	P = .145 (not sig)							
Digital Media								
A	4	1.8	37	16.7	181	81.5	222	100
B	1	1.8	11	19.3	45	78.9	57	100
C	0	0	5	11.6	38	88.4	43	100
Cramer's V= .055	P = .745 (not sig)							
Events								
A	70	31.5	104	46.8	48	21.6	222	100
B	19	33.3	35	61.4	3	5.3	57	100
C	19	44.2	14	32.6	10	23.3	43	100
Cramer's V= .142	P = .011 (sig)							

Age. Table 22 shows that in print materials, the majority of the respondents in all age groups (79.3%, 79.5%, and 72.7%) have rated print materials as highly effective in promoting library resources. The result of the statistical test ($G=-.013$, $p=.918$) revealed that the respondents' age is not significantly associated with their perceived effectiveness. Therefore the alternative hypothesis stating that there is a significant relationship between age and perceived effectiveness of the marketing strategies of library resources under print materials is rejected. The result implies that the age of the students is not likely to influence their perceived effectiveness of the marketing strategies of library resources under print materials.

The table also reveals that in digital media, the majority of the respondents in all age groups (82.4%, 82.7%, and 69.2%) have also rated digital media as highly effective in promoting library resources. The result of the statistical test ($G=-.054$, $p=.693$) revealed that the respondents' age is not significantly associated with their perceived

effectiveness. Therefore the alternative hypothesis stating that there is a significant relationship between age and perceived effectiveness of the marketing strategies of library resources under digital media is rejected. The result implies that the age of the students is not likely to influence their perceived effectiveness of the marketing strategies of library resources under digital media.

The table further shows that in events, almost half of the respondents who were 18-20 years old (45.6%) and slightly more than half of the respondents who were 21-24 years old (51.2%) have rated events as moderately effective, while almost half of the respondents who were 25-28 years old (46.2%) have rated events as highly effective in promoting library resources. The result of the statistical test ($G=.100$, $p=.280$) revealed that the respondents' age is not significantly associated with their perceived effectiveness. Therefore the alternative hypothesis stating that there is a significant relationship between age and perceived effectiveness of the marketing strategies of library resources under events is rejected. The result implies that the age of the students is not likely to influence their perceived effectiveness of the marketing strategies of library resources under events.

Table 22. Relationship between the respondents' age and perceived effectiveness of the marketing strategies of library resources.

Age	Effectiveness						Total	
	Ineffective		Moderately Effective		Highly Effective			
	f	%	f	%	f	%	f	%
Print Materials								
18-20	6	3.4	31	17.3	142	79.3	179	100
21-24	3	2.5	22	18.0	97	79.5	122	100
25-28	0	0	3	27.3	8	72.7	11	100
Gamma= -.013	p = .918 (not sig)							
Digital Media								
18-20	3	1.6	29	15.9	150	82.4	182	100
21-24	2	1.6	20	15.7	105	82.7	127	100
25-28	0	0	4	30.8	9	69.2	13	100
Gamma= -.054	p = .693 (not sig)							
Events								
18-20	65	35.7	83	45.6	34	18.7	182	100
21-24	41	32.3	65	51.2	21	16.5	127	100
25-28	2	15.4	5	38.5	6	46.2	13	100
Gamma= .100	p = .280 (not sig)							

Relationship between the Respondents' Demographic Characteristics and their Perceived Effectiveness of the Marketing Strategies of Library Services

Gender. Table 23 reveals that in print materials, the majority of male (76.1%) and female (76.0%) respondents have rated highly effective in promoting library services. The result of the statistical test ($CV=.029$, $p=.894$) revealed that the respondents' gender is not significantly associated with their perceived effectiveness. Therefore the alternative hypothesis stating that there is a significant relationship between gender and perceived effectiveness of the marketing strategies of library services under print materials is rejected. The result implies that the gender of the students is not likely to influence their perceived effectiveness of the marketing strategies of library services under print materials.

Table 23 also shows that in digital media, the majority of male (75.9 %) and female (79.8 %) respondents have rated highly effective in promoting library services.

The result of the statistical test ($CV=.045$, $p=.769$) revealed that the respondents' gender is not significantly associated with their perceived effectiveness. Therefore the alternative hypothesis stating that there is a significant relationship between gender and perceived effectiveness of the marketing strategies of library services under digital media is rejected. The result implies that the gender of the students is not likely to influence their perceived effectiveness of the marketing strategies of library services under digital media.

Table 23 also shows that in events, the majority of male (72.5%) and female (77.2%) respondents have rated events as highly effective in promoting library services. The result of the statistical test ($CV=.156$, $p=.032$) revealed that the respondents' gender is significantly associated with their perceived effectiveness. Therefore the alternative hypothesis that there is a significant relationship between gender and perceived effectiveness of the marketing strategies of library services under events is accepted. The result implies female students tends to perceived events as highly effective in promoting library services.

Table 23. Relationship between the respondents' gender and perceived effectiveness of the marketing strategies of library services.

Gender	Effectiveness								
	Ineffective		Moderately Effective		Highly Effective		Total		
	f	%	f	%	f	%	f	%	
Print Materials									
Male	2	2.3	19	21.6	67	76.1	88	100	
Female	6	3.3	38	20.8	139	76.0	183	100	
Cramer's V = .029	p = .894	(not sig)							
Digital Media									
Male	2	2.4	18	21.7	63	75.9	83	100	
Female	4	2.3	31	17.9	138	79.8	173	100	
Cramer's V = .045	p = .769	(not sig)							
Events									
Male	8	8.8	17	18.7	66	72.5	91	100	
Female	4	2.1	40	20.7	149	77.2	193	100	
Cramer's V = .156	p = .032	(sig)							

Year Level. Table 24 shows that in print materials, the majority of the respondent in all year levels (73.9%, 76.7%, 71.6%, and 80.2%) have rated print materials as highly effective in promoting library services. The result of the statistical test ($G=.090$, $p=.390$) revealed that the respondents' year level is not significantly associated with their perceived effectiveness. Therefore the alternative hypothesis stating that there is a significant relationship between year level and perceived effectiveness of the marketing strategies of library services under print materials is rejected. The result implies that regardless of the year level of the students is not likely to influence their perceived effectiveness of the marketing strategies of library services under print materials.

The table further shows that in digital media, the majority of the respondent in all year levels (80.0%, 63.6%, 71.4%, and 84.2%) have rated highly effective in promoting library services. The result of the statistical test ($G=.109$, $p=.308$) revealed that the respondents' year level is not significantly associated with their perceived effectiveness. Therefore the alternative hypothesis stating that there is a significant relationship between year level and perceived effectiveness of the marketing strategies of library

College. Table 25 shows that in print materials, the majority of the respondent in all colleges (72.7%, 86.3%, and 78.8%) have rated highly print materials as highly effective in promoting library services. The result of the statistical test ($CV=-.182$, $p=.073$) revealed that college, where the respondents belong, is not significantly associated with perceived effectiveness of the respondents. Therefore the alternative hypothesis stating that there is a significant relationship between the college and perceived effectiveness of the marketing strategies of library services under print materials is rejected. The result implies that college, where the students belong, is not likely to influence their perceived effectiveness of the marketing strategies of library services under print materials.

The data show that in digital, more than half of the respondent in all colleges (80.0%, 81.6%, and 64.3%) have rated digital as highly effective in promoting library services. The result of the statistical test ($CV=.039$, $p=.935$) revealed that college, where the respondents belong, is not significantly associated with perceived effectiveness of the respondents. Therefore the alternative hypothesis stating that there is a significant relationship between the college and perceived effectiveness of the marketing strategies of library services under digital media is rejected. The result implies that college, where the students belong, is not likely to influence their perceived effectiveness of the marketing strategies of library services under digital media.

The data also show that in events, the majority of the respondent in all colleges (75.4%, 73.6%, and 80.6%) have rated events highly effective in promoting library services. The result of the statistical test ($CV=.039$, $p=.935$) revealed that college, where the respondents belong, is not significantly associated with perceived effectiveness of the respondents. Therefore the alternative hypothesis stating that there is a significant relationship between the college and perceived effectiveness of the marketing strategies

of library services under events is rejected. The result implies that college, where the students belong, is not likely to influence their perceived effectiveness of the marketing strategies of library services under events.

Table 25. Relationship between the respondents' college and their perceived effectiveness of the marketing strategies of library services.

College	Effectiveness							
	Ineffective		Moderately Effective		Highly Effective		Total	
	f	%	f	%	f	%	f	%
Print Materials								
A	7	3.7	44	23.5	136	72.7	187	100
B	0	0	7	13.7	44	86.3	51	100
C	1	3.0	6	18.2	26	78.8	33	100
Cramer's V= .095	p = .299 (not sig)							
Digital Media								
A	3	1.6	35	18.4	152	80.0	190	100
B	1	2.6	6	15.8	31	81.6	38	100
C	2	7.1	8	28.6	18	64.3	28	100
Cramer's V= .105	p = .228 (not sig)							
Events								
A	8	4.1	40	20.5	147	75.4	195	100
B	3	5.7	11	20.8	39	73.6	53	100
C	1	2.8	6	16.7	29	80.6	36	100
Cramer's V= .038	p = .935 (not sig)							

Age. Table 26 shows that in print materials, the majority of the respondents of the three age groups (73.5%, 80.4%, and 71.4%) have rated print materials as highly effective in promoting library services. The result of the statistical test ($G=.140$, $p=.310$) revealed that the age of the respondents is not significantly associated with their perceived effectiveness. Therefore the alternative hypothesis stating that there is a significant relationship between age and perceived effectiveness of the marketing strategies of library services under print materials is rejected. The result implies that the age of the students is not likely to influence their perceived effectiveness of the marketing strategies of library services under print materials.

The table further shows that in digital media, the majority of the respondents of the three age groups (78.1%, 77.3%, and 100%) have rated digital media as highly effective in promoting library services. The result of the statistical test ($G=.051$, $p=.725$) revealed that the age of the respondents is not significantly associated with their perceived effectiveness. Therefore the alternative hypothesis stating that there is a significant relationship between age and perceived effectiveness of the marketing strategies of library services under digital media is rejected. The result implies that the age of the students is not likely to influence their perceived effectiveness of the marketing strategies of library services under digital media.

Table 26 also shows that in events, half of the respondents of the three age groups of the respondent (74.1%, 79.3%, and 50.0%) have rated events highly effective in promoting library services. The result of the statistical test ($G=.051$, $p=.695$) revealed that the age of the respondents is not significantly associated with their perceived effectiveness. Therefore the alternative hypothesis stating that there is a significant relationship between age and perceived effectiveness of the marketing strategies of library services under events is rejected. The result implies that the age of the students is not likely to influence their perceived effectiveness of the marketing strategies of library services under events.

Table 26. Relationship between the respondents' age and their perceived effectiveness of the marketing strategies of library services.

Age	Effectiveness						Total	
	Ineffective		Moderately Effective		Highly Effective			
	f	%	f	%	f	%	f	%
Print Materials								
18-20	4	2.5	39	24.1	119	73.5	162	100
21-24	3	2.9	17	16.7	82	80.4	102	100
25-28	1	14.3	1	14.3	5	71.4	7	100
Gamma= .140	p = .310 (not sig)							
Digital Media								
18-20	3	2.0	30	19.9	118	78.1	151	100
21-24	3	3.1	19	19.6	75	77.3	97	100
25-28	0	0	0	0	8	100	8	100
Gamma= .051	p = .725 (not sig)							
Events								
18-20	5	3.1	37	22.8	120	74.1	162	100
21-24	7	6.0	17	14.7	92	79.3	116	100
25-28	0	0	3	50.0	3	50.0	6	100
Gamma= .051	p = .695 (not sig)							

Relationship between the Respondents' Level of Awareness and Their Level of Access to the Marketing Strategies of Library Resources and Services

Table 26 shows that in print materials, 65.6% of the respondents who has a low level of awareness also has a low level of access. Also, 62.7% of the respondents who has a moderate level of awareness has also a moderate level of access, and 62.3% of the respondents who has a high level of awareness also has a high level of access. The result of the statistical test ($G=.769$, $p=.000$) revealed that awareness of the respondents is significantly associated with their access. Therefore the alternative hypothesis that there is a significant relationship between awareness and access to the marketing strategies of library resources under print materials is accepted. The result implies that the more the students become aware of the marketing strategies under print materials, the more they will access them.

The table also shows that in digital media, 45.5% of the respondents who has a low level of awareness has a moderate level of access. Also, 49.5% of the respondents

who has a moderate level of awareness has also a moderate level of access, and 54.3% of the respondents who has a high level of awareness has also a moderate level of access. The result of the statistical test ($G=.281$, $p=.002$) revealed that the respondents' awareness is significantly associated with their access. Therefore, the alternative hypothesis that there is a significant relationship between awareness and access to the marketing strategies of library resources under digital media is accepted. The result implies that the more the students become aware of the marketing strategies under digital media, the more they will access them.

The table further reveals that in events, 92.7% of the respondents who has a low level of awareness also has a low level of access. Also, 95.2% of the respondents who has a moderate level of awareness has also a moderate level of access, and 91.9% of the respondents who has a high level of awareness also has a high level of access. The result of the statistical test ($G=.956$, $p=.000$) revealed that the respondents' awareness is significantly associated with their access. Therefore, the alternative hypothesis that there is a significant relationship between awareness and access to the marketing strategies of library resources under events is accepted. The result implies that the more the students become aware of the marketing strategies under events, the more they will access them.

Table 27. Relationship between the respondents' level of awareness and their level of access to the marketing strategies of library resources.

Awareness	Access							
	Low		Moderate		High		Total	
	F	%	f	%	f	%	f	%
Print Material								
Low	42	65.6	20	31.3	2	3.1	64	100
Moderate	33	28.0	74	62.7	11	9.3	118	100
High	12	9.2	37	28.5	81	62.3	130	100
Gamma= .769	p = .000 (sig)							
Digital Media								
Low	6	27.3	10	45.5	6	27.3	22	100
Moderate	35	34.7	50	49.5	16	15.8	101	100
High	34	17.1	108	54.3	57	28.6	199	100
Gamma= .281	p = .002 (sig)							
Events								
Low	51	92.7	2	3.6	2	3.6	55	100
Moderate	3	2.9	100	95.2	2	1.9	105	100
High	6	3.7	7	4.3	149	91.9	162	100
Gamma= .956	p = .000 (sig)							

Table 27 shows that in print materials, 100% of the respondents who has a low level of awareness also has a low level of access. Also, 57.0% of the respondents who has a moderate level of awareness has also a moderate level of access, and 60.1 percent of the respondents who has a high level of awareness also has a high level of access. The result of the statistical test ($G=.907$, $p=.000$) revealed that the respondents' awareness is significantly associated with their access. Therefore, the alternative hypothesis that there is a significant relationship between awareness and access to the marketing strategies of library services under print materials is accepted. The result implies that the more the students become aware of the marketing strategies under print materials, the more they will access it.

The table also shows that in digital media, 100% of the respondents who has a low level of awareness also has a low level of access. Also, 64.9% of the respondents who has a moderate level of awareness has also a moderate level of access, and 58.4% of the respondents who has a high level of awareness also has a high level of access.

The result of the statistical test ($G=.834$, $p=.000$) revealed that the respondents' awareness of is significantly associated with their access to the marketing strategies. Therefore the alternative hypothesis that there is a significant relationship between awareness and access to the marketing strategies of library services under digital media is accepted. The result implies that the more the students become aware of the marketing strategies under digital media, the more they will access it.

The table further reveals that in events, 100% of the respondents who has a low level of awareness also has a low level of access. Also, 64.4% of the respondents who has a moderate level of awareness has also a moderate level of access, and 51.7% of the respondents who has a high level of awareness also has a high level of access. The result of the statistical test ($G=.884$, $p=.000$) revealed that the respondents' awareness is significantly associated with their access. Therefore the alternative hypothesis that there is a significant relationship between awareness and access to the marketing strategies of library services under events is accepted. The result implies that the more the students become aware of the marketing strategies under events, the more they will access it.

Table 28. Relationship between the respondents' level of awareness and access to the marketing strategies of library services.

Awareness	Access							
	Low		Moderate		High		Total	
	f	%	f	%	f	%	f	%
Print Materials								
Low	67	100	0	0	0	0	67	100
Moderate	40	43.0	53	57.0	0	0	93	100
High	19	13.8	36	26.1	83	60.1	138	100
Gamma= .907	p = .000 (sig)							
Digital Media								
Low	28	100	0	0	0	0	28	100
Moderate	34	35.1	63	64.9	0	0	97	100
High	24	14.5	45	27.1	97	58.4	166	100
Gamma= .834	p = .000 (sig)							
Events								
Low	73	100	0	0	0	0	73	100
Moderate	31	35.6	56	64.4	0	0	87	100
High	23	15.9	47	32.4	75	51.7	145	100
Gamma= .884	p = .000 (sig)							

Relationship between Respondents' Level of Awareness and Perceived Effectiveness of the Marketing Strategies of Library Resources and Services

Table 29 shows that in print materials, 78.1% of the respondents who has a low level of awareness has rated highly effective. Also, 82.2% of the respondents who has a moderate level of awareness has rated highly effective, and 76.9% of the respondents who has a high level of awareness has also rated highly effective. The result of the statistical test ($G = -.043$, $p = .683$) revealed that the respondents' awareness is not significantly associated with their perceived effectiveness. Therefore the alternative hypothesis that there is a significant relationship between awareness and perceived effectiveness of the marketing strategies of library resources under print materials is rejected. The result means that the awareness of the students is not like to influence their perceived effectiveness of the marketing strategies.

The table also shows that in digital media, 81.8% of the respondents who has a low level of awareness has rated highly effective. Also, 81.2% of the respondents who

has a moderate level of awareness has rated highly effective, and 82.3% of the respondents who has a high level of awareness has also rated highly effective. The result of the statistical test ($G=.028$, $p=.836$) revealed that the respondents' awareness is not significantly associated with their perceived effectiveness. Therefore the alternative hypothesis that there is a significant relationship between awareness and perceived effectiveness of the marketing strategies of library resources under digital is rejected. The result means that the awareness of the students is not likely to influence their perceived effectiveness of the marketing strategies.

The table further reveals that in events, 69.1% of the respondents who has a low level of awareness has rated ineffective. Also, 42.9% of the respondents who has a moderate level of awareness has rated moderately effective, and 60.5% of the respondents who has a high level of awareness have rated moderately effective. The result of the statistical test ($G=.493$, $p=.000$) revealed that the respondents' awareness is significantly associated with their perceived effectiveness. Therefore the alternative hypothesis that there is a significant relationship between awareness and perceived effectiveness of the marketing strategies of library resources under events is accepted. The result implies that the more the students become aware of the marketing strategies under events, they tend to see it as an effective strategy in marketing the library resources.

Table 29. Relationship between the respondents' level of awareness and their perceived effectiveness of the marketing strategies of library resources.

Awareness	Effectiveness							
	Ineffective		Moderately Effective		Highly Effective		Total	
	f	%	f	%	f	%	f	%
Print Materials								
Low	3	4.7	11	17.2	50	78.1	64	100
Moderate	3	2.5	18	15.3	97	82.2	118	100
High	3	2.3	27	20.8	100	76.9	130	100
Gamma= -.047	p = .683 (not sig)							
Digital Media								
Low	0	0	4	18.2	18	81.8	22	100
Moderate	2	2.0	17	16.8	82	81.2	101	100
High	3	1.5	32	16.1	164	82.4	199	100
Gamma= .028	p = .836 (not sig)							
Events								
Low	38	69.1	10	18.2	7	12.7	55	100
Moderate	44	41.9	45	42.9	16	15.2	105	100
High	26	16.0	98	60.5	38	23.5	162	100
Gamma= .493	p = .000 (sig)							

Table 30 presents the relationship between awareness and the perceived effectiveness of the marketing strategies of library services. The table shows that in print materials, 81.8 % of the respondents who has a low level of awareness has rated highly effective. Also, 71.8 % of the respondents who has a moderate level of awareness has rated highly effective, and 76.3 % of the respondents who has a high level of awareness has also rated highly effective. The result of the statistical test ($G = -.029$, $p = .802$) revealed that the respondents' awareness is not significantly associated with their perceived effectiveness. Therefore the alternative hypothesis that there is a significant relationship between awareness and perceived effectiveness of the marketing strategies of library services under print materials is rejected. The result means that the awareness of the students is not likely to influence their perceived effectiveness of the marketing strategies.

Table 30 reveals that in digital media, 95.2% of the respondents who has a low level of awareness has rated highly effective. Also, 75.6% of the respondents who has a moderate level of awareness has rated highly effective, and 77.8% of the respondents who has a high level of awareness has also rated highly effective. The result of the statistical test ($G=-.100$, $p=.417$) revealed that the respondents' awareness is not significantly associated with their perceived effectiveness. Therefore the alternative hypothesis that there is a significant relationship between awareness and perceived effectiveness of the marketing strategies of library services under digital is rejected. The result means that the awareness of the students is not likely to influence their perceived effectiveness of the marketing strategies.

The table also shows that in events, 100% of the respondents who has a low level of awareness has rated ineffective. Also, 67.1% of the respondents who has a moderate level of awareness has rated moderately effective, and 48.75 who has a high level of awareness have rated moderately effective. The result of the statistical test ($G=.493$, $p=.000$) revealed that the respondents' awareness is significantly associated with their perceived effectiveness. Therefore the alternative hypothesis that there is a significant relationship between awareness and perceived effectiveness of the marketing strategies of library services under events is accepted. The result implies that the more the students become aware of the marketing strategies under events, they tend to see it as an effective strategy in marketing the library services.

Table 30. Relationship between the respondents' level of awareness and perceived effectiveness of the marketing strategies of library services.

Awareness	Effectiveness							
	Ineffective		Moderately Effective		Highly Effective		Total	
	f	%	f	%	F	%	f	%
Print Materials								
Low	3	5.5	7	12.7	45	81.8	55	100
Moderate	2	2.4	22	25.9	61	71.8	85	100
High	3	2.3	28	21.4	100	76.3	131	100
Gamma= -.029	P = .802 (not sig)							
Digital Media								
Low	0	0	1	4.8	20	95.2	21	100
Moderate	2	2.4	18	22.0	62	75.6	82	100
High	4	2.6	30	19.6	119	77.8	153	100
Gamma= -.110	P = .417 (not sig)							
Events								
Low	60	100	0	0	0	0	60	100
Moderate	23	32.9	47	67.1	0	0	70	100
High	23	14.9	56	36.4	75	48.7	154	100
Gamma= .882	P = .000 (sig)							

Relationship between the Respondents' level of Access and their Perceived Effectiveness of the Marketing Strategies of Library Resources and Services

Table 31 shows that in print materials, 74.7% of the respondents who has a low level of access has rated highly effective. Also, 81.7% of the respondents who has a moderate level of access has rated highly effective, and 79.8 percent of the respondents who has a high level of access has also rated highly effective. The result of the statistical test ($G=.108$, $p=.933$) revealed that access is not significantly associated with the perceived effectiveness of the respondents. Therefore the alternative hypothesis that there is a significant relationship between access and perceived effectiveness of the marketing strategies of library resources under print materials is rejected. The result means that the access of the students does not directly affect the perceived effectiveness of the marketing strategies.

Table 31 reveals that in digital media, 80.0% of the respondents who has a low level of access has rated highly effective. Also, 83.3% of the respondents who has a

moderate level of access has rated highly effective, and 81.0% of the respondents who has a high level of access has also rated highly effective. The result of the statistical test ($G=.013$, $p=.914$) revealed that access is not significantly associated with the perceived effectiveness of the respondents. Therefore the alternative hypothesis that there is a significant relationship between access and perceived effectiveness of the marketing strategies of library resources under digital is rejected. The result means that the access of the students does not directly affect the perceived effectiveness of the marketing strategies.

The table also shows that in events, 62.9% of the respondents who has a low level of access has rated moderately effective. Also, 52.6% of the respondents who has a moderate level of access has rated moderately effective, and 49.0% of the respondents who has a high level of access have rated highly effective. The result of the statistical test ($G=.322$, $p=.000$) revealed that access is significantly associated with the perceived effectiveness of the respondents. Therefore the alternative hypothesis that there is a significant relationship between access and perceived effectiveness of the marketing strategies of library resources under events is accepted. The result implies that the more the students have access to the marketing strategies under events, they tend to see it as an effective strategy in marketing the library resources.

Table 31. Relationship between the respondents' level of access and their perceived effectiveness of the marketing strategies of library resources.

Access	Effectiveness							
	Ineffective		Moderately Effective		Highly Effective		Total	
	f	%	f	%	F	%	F	%
Print Materials								
Low	6	6.9	16	18.4	65	74.7	87	100
Moderate	2	1.5	22	16.8	107	81.7	131	100
High	1	1.1	18	19.1	75	79.8	94	100
Gamma= .108	P = .933 (not sig)							
Digital Media								
Low	0	0	15	20.0	60	80.0	75	100
Moderate	4	2.4	24	14.3	140	83.3	168	100
High	1	1.3	14	17.7	64	81.0	79	100
Gamma= .013	P = .914 (not sig)							
Events								
Low	14	15.7	56	62.9	19	21.3	89	100
Moderate	12	8.8	72	52.6	53	38.7	137	100
High	7	7.3	42	43.8	47	49.0	96	100
Gamma= .322	P = .000 (sig)							

Table 32 shows that in print materials, 52.6% of the respondents who has a low level of access has rated moderately effective. Also, 38.8% of the respondents who has a moderate level of access has rated moderately effective, and 40.8% of the respondents who has a high level of access has rated moderately effective. The result of the statistical test ($G = -.022$, $p = .789$) revealed that access is not significantly associated with the perceived effectiveness of the respondents. Therefore the alternative hypothesis that there is a significant relationship between access and perceived effectiveness of the marketing strategies of library services under print materials is rejected. The result means that the access of the students does not directly affect the perceived effectiveness of the marketing strategies.

Table 32 reveals that in digital media, 80.4% of the respondents who has a low level of access has rated highly effective. Also, 75.9% of the respondents who has a moderate level of access has rated highly effective, and 80.4% of the respondents who

has a high level of access has also rated highly effective. The result of the statistical test ($G=.882$, $p=.000$) revealed that access is significantly associated with perceived effectiveness of the respondents. Therefore the alternative hypothesis that there is a significant relationship between access and perceived effectiveness of the marketing strategies of library services under digital media is accepted. The result implies that the more the students have access to the marketing strategies under digital media, they tend to see it as an effective strategy in marketing the library services.

The table also shows that in events, 73.6% of the respondents who has a low level of access has rated highly effective. Also, 77.7% of the respondents who has a moderate level of access has rated highly effective, and 76.0% of the respondents who has a high level of access have rated highly effective. The result of the statistical test ($G=.881$, $p=.000$) revealed that access is significantly associated with perceived effectiveness of the respondents. Therefore the alternative hypothesis that there is a significant relationship between access and perceived effectiveness of the marketing strategies of library services under events is accepted. The result implies that the more the students have access to the marketing strategies under events, they tend to see it as an effective strategy in marketing the library services.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

This study was conducted to assess and describe the awareness, access, and perceived level of effectiveness of library marketing strategies of library resources and services among faith-based HEIs in Mindanao. The result of the study was intended to become a basis for developing/enhancing the library marketing plan. Specifically, this study aimed to describe the demographic characteristics of the respondents in terms of age, gender, school and year level; to determine their awareness of the marketing strategy of library resources and services, their access to these resources and services, their perceptions on the effectiveness of these strategies; to determine if there is a significant relationship between the respondents' demographic characteristics and their awareness of, their access to, and their perceive level of effectiveness of the marketing strategies of library resources and services; to determine if there is a significant relationship between the respondents' awareness and perceive level of effectiveness of the marketing strategies of library resources and services; to determine if there is a significant relationship between respondents' access to and their perceive level of effectiveness of the marketing strategies of library resources and services; and to propose a marketing plan for library resources and services common among faith-based HEIs in Mindanao.

This research study is anchored on the "Marketing Mix 4Ps". The elements of the marketing mix are categorized into four categories: products, prices, place, and promotion. Based on the total population of 2,785, the sample size of bonafide students was obtained from the three different colleges. Descriptive-correlational research was

employed. Stratified sampling was utilized to determine the number of respondents in the study. The researcher-made instrument was used.

Summary of Findings

Based on the specific research objectives, the findings of the study were:

On the Respondents' Demographic Characteristics

More than half of the respondents' ages 18 – 20 years old and slightly more than two-thirds were female. The fourth year level has the highest proportion of the respondents and more than two-thirds of the respondents are from College A.

On the Respondents' Awareness of the Marketing Strategies of Library Resources

The ten marketing strategies with the highest proportion of respondents who were aware of includes library orientation, social media, bulletin boards, library/school websites, classroom instructions, charts, emails, library tours, and library week/day.

On the Respondents' Awareness of the Marketing Strategies of Library Services

The ten marketing strategies with the highest proportion of respondents who were aware of includes library orientations, social media, bulletin boards, library/school websites, classroom instructions, emails, library week/day, one-to-one conversations, library tours, and library awards/rewards.

On the Respondents Who Have Accessed the Marketing Strategies of Library Resources

The ten marketing strategies that the respondents find it accessible are: library orientation, social media, bulletin boards, classroom instructions, library tours, charts, library/school websites, emails, library week/day, one-to-one conversation and library manual/handbook.

On the Respondents Who Have Accessed the Marketing Strategies of Library Services

The ten marketing strategies that the respondents find it accessible are: library orientation, bulletin boards, social media, classroom instructions, library/school websites,

library week/day, emails, one-to-one conversation, library tours, exhibits and displays, and library awards/rewards.

On the Respondents' Perceived Effectiveness of the Marketing Strategies of Library Resources

The ten marketing strategies that the respondents find effective in marketing the library resources were: social media, charts, book launching, classroom instructions, library manuals/handbook, pathfinder, bulletin boards, library orientation, electronic bulletin boards, library/school websites, and exhibits/displays.

On the Respondents' Perceived Effectiveness of the Marketing Strategies of Library Services

The ten marketing strategies that the respondents find effective in marketing the library services were: charts, electronic bulletin boards, bulletin boards, social media, library/school websites, library manual/handbook, classroom instructions, open houses, library orientation, leaflets, and library weeks/day.

On the Relationship between the Respondents' Demographic Characteristics and Their Level of Awareness of the Marketing Strategies of Library Resources

The gender and age of the respondents are not significantly associated with awareness of the marketing strategies of library resources under the three categories. Year level of the respondents is not significantly associated with awareness of the marketing strategies of library resources under print materials and digital media; however, year level of the respondents is significantly associated with awareness of the marketing strategies of library resources under events. Furthermore, the college of the respondents is significantly associated with awareness of the marketing strategies of library resources under the three categories.

On the Relationship between the Respondents' Demographic Characteristics and Their Level of Awareness of the Marketing Strategies of Library Services

The gender of the respondents is not significantly associated with awareness of the marketing strategies of library services under the three categories. Also, year level of the respondents is not significantly associated with awareness of the marketing strategies of library services under print materials and digital media; however, year level of the respondents is significantly associated with the awareness of the marketing strategies of library services under events. Moreover, college of the respondents is significantly associated with awareness of the marketing strategies of library services under print materials and digital media; however, college of the respondents is not significantly associated with the awareness of the marketing strategies of library services under events. Furthermore, the age of the respondents is significantly associated with awareness of the marketing strategies of library services under print materials; however, the age of the respondents is significantly associated with awareness of the marketing strategies of library services under digital media and events.

On the Relationship between the Respondents' Demographic Characteristics and Their Level of Access to the Marketing Strategies of Library Resources

The gender and age of the respondents are not significantly associated with access to the marketing strategies of library resources under the three categories. Also, year level of the respondents is not significantly associated with access to the marketing strategies of library resources under print materials and digital media; however, year level of the respondents is significantly associated with access to the marketing strategies of library resources under events. Furthermore, college of the respondents is not significantly associated with access to the marketing strategies of library resources under print materials; however, college of the respondents is significantly associated

with access to the marketing strategies of library resources under digital media and events.

On the Relationship between the Respondents' Demographic Characteristics and Their of Access to the Marketing Strategies of Library Services

Gender and year level of the respondents is not significantly associated with access to the marketing strategies of library services under the three categories. Hence, college and age of the respondents are significantly associated with access to the marketing strategies of library services under the three categories.

On the Relationship between the Respondents' Demographic Characteristics and Perceived Effectiveness of the Marketing Strategies of Library Resources

Gender, year level, and age of the respondents are not significantly associated with perceived effectiveness of the marketing strategies of library resources under the three categories. Furthermore, college of the respondents is not significantly associated with perceived effectiveness of the marketing strategies of library resources under print and digital materials; however, college of the respondents is significantly associated with perceived effectiveness of the marketing strategies of library resources under events.

On the Relationship between the Respondents' Demographic Characteristics and Perceived Effectiveness of the Marketing Strategies of Library Services

Gender of the respondents is not significantly associated with perceived effectiveness of the marketing strategies of library services under print materials and digital media; however, the gender of the respondents is significantly associated with perceived effectiveness of the marketing strategies of library services under events. Furthermore, year level, college, and age of the respondents are not significantly associated with the perceived effectiveness of the marketing strategies of library services under the three categories.

On the Relationship between the Respondents' Level of Awareness and Their Level of Access of the Marketing Strategies of Library Resources and Services

Respondents' awareness is significantly associated with access to the marketing strategies of library resources and services under the three categories.

On the Relationship between Respondents' Level of Awareness and Perceived Effectiveness of the Marketing Strategies of Library Resources and Services

Respondents' awareness is not significantly associated with perceived effectiveness of the marketing strategies of library resources and services under print materials and digital media; however, respondents' awareness is significantly associated with perceived effectiveness of the marketing strategies of library resources and services under events.

On the Relationship between Respondents' Level of Access and Their Level of Perceived Effectiveness of the Marketing Strategies of Library Resources and Services

Respondents' access is not significantly associated with perceived effectiveness of the marketing strategies of library resources under print materials and digital media; however, respondents' access is significantly associated with perceived effectiveness of the marketing strategies of library resources under events. Furthermore, respondents' access is not significantly associated with perceived effectiveness of the marketing strategies of library resources under print materials; however, respondents' access is significantly associated with perceived effectiveness of the marketing strategies of library resources under digital media and events.

Conclusions

In view of the findings, the following conclusions were made:

Many students knew about and have experienced library orientation as a platform in marketing the library resources and services since this activity is regularly conducted at the start of the school year. Despite their exposure to modern technology, many students still attend library events such as library orientation, library tours, and

library week/day since they can have actual experience on how to avail the library resources and services.

Moreover, amidst the development of technology, some students still prefer print materials such as announcements in bulletin boards and reading materials such as charts, brochures, leaflets, newsletter, and library manual/handbook. They see print materials as an effective marketing strategy to market library resources. Digital media such as social media, blogs, and others are effective marketing strategies because they are popular among the young who are active in the use of the internet.

Recommendations

Based on the findings and conclusion the following are recommended:

1. It is recommended that the librarians of the three colleges will use social media, charts, book launching, classroom instructions, library manuals/handbook, pathfinder, bulletin boards, library orientation, electronic bulletin boards, library/school websites, open houses, leaflets, library week/day and exhibits/displays as platforms in promoting the library resources and services.
2. It is recommended that the librarians of the three colleges will intensify the use of the marketing strategies under the three categories to increase the awareness and access of the students.
3. It is recommended that the librarians should include the higher year level and older students in marketing the library resources and services.
4. It is recommended that the librarians of the faith-based HIEs in Mindanao will use the sample marketing plan.
5. It is recommended librarians should regularly evaluate the marketing strategies being used as a basis for improvement.

6. Librarians need to become proactive in promoting library resources and services to its potential users.
7. Lastly, the administrators will be supportive of whatever initiative of the librarians will make related to the marketing strategies.

CHAPTER VI

LIBRARY MARKETING PLAN

Goals and Objectives

The marketing plan aims to:

1. increase awareness and utilization of library services and resources;
2. increase the visibility of the library and its value in the academic community;
3. increase the level of satisfaction among patrons; and
4. facilitate the branding of library activities.

Action Plan

To promote the resources and services of the libraries of the faith-based HEIs in Mindanao, each library will undertake the following marketing strategies.

Marketing Strategies	Plan of Action	Time Frame	Personnel Involved	Budget	Success Indicator
General Orientation Brochures Leaflets	<ul style="list-style-type: none">• Prepare a presentation of the library resources, services, and facilities. (PowerPoint Presentation/ Video Presentation• Print library brochures and leaflets	<ul style="list-style-type: none">• Every opening of the semester	<ul style="list-style-type: none">• Librarians, Staff, and library assistants	Php 5,000.00	<ul style="list-style-type: none">• All students, faculty, and staff have undergone library orientation.• Well-informed library users• An increase in library utilization
Library Orientation (per College/ Department) Library handbook/manual	<ul style="list-style-type: none">• Prepare a presentation of the library resources and services that are useful to each department	<ul style="list-style-type: none">• Every opening of the semester	<ul style="list-style-type: none">• Librarians (Department in-charge) and library assistants	Php 5,000.00	<ul style="list-style-type: none">• Conducted library orientation to every department• An increase in library utilization per college/ department

	<ul style="list-style-type: none"> • Print library manual/hand book 				
Bulletin boards (Tradition/Electronic)	<ul style="list-style-type: none"> • Make the bulletin boards more interesting and eye-catching to library users • Post announcement of what's new in the library 	<ul style="list-style-type: none"> • Regularly/ As needed especially if there are new resource and services in the library 	<ul style="list-style-type: none"> • Librarians, Staff, and student assistants 	Php 2,000.00 (Php 20,000 to those who don't have yet electronic bulletin board)	<ul style="list-style-type: none"> • Well informed and updated students of the new resources and services in the library
Classroom Instructions	<ul style="list-style-type: none"> • Coordinate with faculty to integrate library lessons / recommend library resources, and to bring their students in the library 	<ul style="list-style-type: none"> • Whole Year Round 	<ul style="list-style-type: none"> • Faculty and Librarians 		<ul style="list-style-type: none"> • Students able to use library resources, services, and facilities related to their classes
Library Wee/Day Book fair Book Launching	<ul style="list-style-type: none"> • Celebrate library/book week • Invite book distributors/suppliers to have displays in the library • Invite book authors to introduce their books (Faculty who were able to publish a book) 	<ul style="list-style-type: none"> • November - during the National book week celebration 	<ul style="list-style-type: none"> • Librarians, staff, students assistance, book dealers, authors 	Php 5,000.00	<ul style="list-style-type: none"> • Acquired books selected and recommended by the faculty • Students are exposed to different publications
Library school websites	<ul style="list-style-type: none"> • Develop/enhance 	<ul style="list-style-type: none"> • Whole year round 	<ul style="list-style-type: none"> • Librarians, Staff, and 		<ul style="list-style-type: none"> • Increase the awareness and

	library websites <ul style="list-style-type: none"> • Post regularly in the websites on what's new in the library • Link the URL of e-resources and databases 		IT department		utilization of the users <ul style="list-style-type: none"> • Reach out potential users who are not in the campus
Social Media (Facebook, Twitter, etc.)	<ul style="list-style-type: none"> • Develop/enhance library accounts on social media • Post regularly in the social media on what's new in the library • Link the URL of e-resources and databases 	• Whole year	• Librarians, Staff, and IT department		<ul style="list-style-type: none"> • Increase the awareness and utilization of the users • Reach out potential users who are not in the campus • More followers and increase the number of likes on the announcement posted
Emails	<ul style="list-style-type: none"> • Include emails in the library registration form • Send emails on what's new in the library 	• Whole year round	• Librarians, Staff and students assistance		<ul style="list-style-type: none"> • Increase the utilization of the library resources and services • More reference inquiries from the emails
Charts	<ul style="list-style-type: none"> • Post charts that are visible to the users featuring the library resources and services 	• As needed	• Librarians, staff, and students assistance	Php 1,000	<ul style="list-style-type: none"> • An increase in the library utilization • Increase book circulation

Library tours (it can be done during the library orientation especially for the first year students)	<ul style="list-style-type: none"> • Invite students to have tours in the library and to have experience on how to access and use the library resources and services 	<ul style="list-style-type: none"> • Once per school year 	<ul style="list-style-type: none"> • Librarians, staff, students assistance 		<ul style="list-style-type: none"> • Well-informed library users • An increase in library utilization
Library manual/ handbook	<ul style="list-style-type: none"> • Distribute library manual/ handbook to every student especially to the first year students and transferees 	<ul style="list-style-type: none"> • Every semester 	<ul style="list-style-type: none"> • Librarians, staff, students assistance 	Php 10,000.00	<ul style="list-style-type: none"> • Increase the awareness and utilization of the users • Well-informed library users
Library Awards/Rewards	<ul style="list-style-type: none"> • Give a certificate/rewards to those users who top in using the library 	<ul style="list-style-type: none"> • Every end of the school 	<ul style="list-style-type: none"> • Librarians, staff, students assistance 	Php 5,000.00	<ul style="list-style-type: none"> • Increase the library circulation • Increase the utilization of library resources and services
















Evaluation

All marketing strategies will be evaluated through a number of methods. These include but not limited to surveys, interviews, feedback, and evaluation forms. The marketing strategies will be considered successful if there are an increasing number of library users who used library resources and services. Library statistics will provide data as indicators of successful marketing strategies. Librarians will be responsible to have their evaluation at the end of the academic year to see to it that the plan was fully implemented.

Target Audience

The primary audiences of the Libraries are the bona fide students of the institutions, faculty, staff, and alumni. Secondary audiences include but are not limited to the church ministers and members, researchers and other institutions of higher education.

CALENDAR OF ACTIVITIES

Marketing Strategy	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
General Orientation												
Library Orientation (per College/ Department)												
Bulletin boards (Tradition/Electronic)												
Classroom Instructions												
Library Wee/Day Book fair Book Launching												
Library school websites												
Social Media (Facebook, Twitter, etc.)												
Emails												
Charts												
Library tours (it can be done during the library orientation especially for the first year students)												
Library manual/ handbook												
Library Awards/Rewards												

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Appendixes



**CENTRAL PHILIPPINE UNIVERSITY
SCHOOL OF GRADUATE STUDIES
5000, JARO, ILO-ILO CITY, PHILIPPINES**

Awareness, Access, and Perceived Effectiveness of Marketing Strategies of Library Resources and Services among Faith-based HEIs in Mindanao: A Basis for Enhancing/Developing Library Marketing Plan

Dear Respondents,

Shalom!

I am currently conducting a study entitled “**Awareness, Access, and Perceived Effectiveness of Marketing Strategies of Library Resources and Services among Faith-based HEIs in Mindanao: A Basis for Enhancing/Developing Library Marketing Plan**”. The researcher wants to determine the awareness, access and perceived effectiveness of marketing strategies of library services and resources among United Church of Christ in the Philippines Higher Educational Institutions in Mindanao.

In this regard, I would like to solicit your assistance by answering the attached questionnaire. Please do not leave any item unanswered. Rest assured that all information you will provide will be treated with confidentiality and that your anonymity as one of the respondents will be preserved. Your cooperation will be highly appreciated.

Thank you very much.

In Christ service,

Wilson James Rama Limos
MLIS – TL Student

QUESTIONNAIRE

Direction: Please answer the items as honestly and accurately as possible. Put a check (✓) on the space provided in accordance with your answer. Some items are open-ended (like age, birthday, and library hours), for these write the exact figure. Please do not leave out any item unanswered.

Name (optional): _____

A. Demographical Profile:

Age: _____

Gender: _____ Male _____ Female

Year Level: _____ First Year _____ Second Year _____ Third Year _____ Fourth Year _____ Fifth Year

B. Awareness, Access, and Perceived Effectiveness of Library Marketing Strategies of Library RESOURCES

	AWARENESS (Column 1)	ACCESSIBILITY (Column 2)	EFFECTIVENESS (Column 3)				
RESOURCES: Library Collections/ Reference Materials -Books, Journals, E-books, E-journals, Databases, Maps, CDs, etc.	The items below are marketing strategies of library RESOURCES that may or may not be available in your library. Kindly check the items that you aware of that has been utilized your library this current school year.	Among those marketing strategies that you have checked in column 1, Kindly check the items that you have accessed or participated this current school year.	Among those marketing strategies that you have checked in column 2, Kindly rate or assess the library's effectiveness or success in promoting and marketing its RESOURCES ? Very Highly Effective (VHE) Highly Effective (HE) Moderately Effective (ME) Less Effective (LE) Ineffective (IE)				
ITEMS			VHE	HE	ME	LE	IE
1. Library Orientation							
2. Library workshops/seminars							
3. Library tours							
4. Leaflets							

5. Social Media							
6. Emails							
7. Electronic bulletin boards							
8. Bulletin boards							
9. Charts – listing of services							
10. Pathfinders							
11. Library Manual/handbook							
12. Library week/day							
13. Book fair							
14. Open houses							
15. Classroom instructions							
16. Giveaways							
17. Brochures							
18. Blogs							
19. Library/school websites							
20. Book launching							
21. Public relations activities							
22. Library awards/rewards							
23. One-to-one conversations							
24. Exhibits/displays							
25. Library newsletter							

C. Awareness, Access, and Perceived Effectiveness of Library Marketing Strategies of Library SERVICES							
	AWARENESS (Column 1)	ACCESSIBILITY (Column 2)	EFFECTIVENESS (Column 3)				
SERVICES: <i>Facilities (reference, research assistance, circulation, inter-library loan, referral, plug-in services, reading area, discussion area, computers, Wi-Fi)</i>	The items below are marketing strategies of library SERVICES that may or may not be available in your library. Kindly check the items that you aware of that has been utilized your library this current school year.	Among those marketing strategies that you have checked in column 1, Kindly check the items that you have accessed or participated this current school year.	Among those marketing strategies that you have checked in column 2, Kindly rate or assess the library's effectiveness or success in promoting and marketing its SERVICES ? Highly Effective (HE) Very Effective (VE) Effective (E) Likely Effective (LE) Ineffective (IE)				
ITEMS			HE	VE	E	LE	IE
1. Library Orientation							
2. Library workshops/seminars							
3. Library tours							
4. Leaflets							
5. Social Media							
6. Emails							
7. Electronic bulletin boards							
8. Bulletin boards							
9. Charts – listing of services							
10. Library Manual/handbook							
11. Library week/day							
12. Open houses							
13. Classroom instructions							
14. Giveaways							
15. Brochures							
16. Blogs							
17. Library/school websites							
18. Public relations activities							

19. Library awards/rewards							
20. One-to-one conversations							
21. Exhibits/displays							
22. Library newsletter							



**CENTRAL PHILIPPINE UNIVERSITY
SCHOOL OF GRADUATE STUDIES
5000, JARO, ILO-ILO CITY, PHILIPPINES**

December 10, 2018

The President

College B
Madapo Hill, Davao City

Dear Sir/Ma'am

Shalom

I am currently conducting a study entitled ***“Awareness, Access, and Perceived Effectiveness of Marketing Strategies of Library Resources and Services among Faith-based HEIs in Mindanao: A Basis for Enhancing/Developing Library Marketing Plan”***, in partial fulfilment of the requirements for the degree, Master in Library and Information Science with specialization in Theological Librarianship.

In connection to this, I would like to ask permission from your good office to administer my research instrument to your students as respondents of my study.

Your favourable response to this request is very much appreciated. Thank you very much and more power.

In Christ service,

Wilson James Rama Limos
MLIS – TL Student

Noted by:

Prof. Stephen B. Alayon, RL, MEd, MLIS
Adviser



**CENTRAL PHILIPPINE UNIVERSITY
SCHOOL OF GRADUATE STUDIES
5000, JARO, ILO-ILO CITY, PHILIPPINES**

December 10, 2018

The President

College C
SOCCSARGEN Campus
General Santos City

Dear Sir/Ma'am

Shalom

I am currently conducting a study entitled ***“Awareness, Access, and Perceived Effectiveness of Marketing Strategies of Library Resources and Services among Faith-based HEIs in Mindanao: A Basis for Enhancing/Developing Library Marketing Plan”***, in partial fulfilment of the requirements for the degree, Master in Library and Information Science with specialization in Theological Librarianship.

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In Christ service,

Wilson James Rama Limos

MLIS – TL Student

Noted by:

Prof. Stephen B. Alayon, RL, MEd, MLIS

Adviser



**CENTRAL PHILIPPINE UNIVERSITY
SCHOOL OF GRADUATE STUDIES
5000, JARO, ILO-ILO CITY, PHILIPPINES**

December 10, 2018

Edwin T. Balaki, Ph.D
College A
Midsayap, Cotabato

Dear Sir,

Shalom

I am currently conducting a study entitled ***“Awareness, Access, and Perceived Effectiveness of Marketing Strategies of Library Resources and Services among Faith-based HEIs in Mindanao: A Basis for Enhancing/Developing Library Marketing Plan”***, in partial fulfilment of the requirements for the degree, Master in Library and Information Science with specialization in Theological Librarianship.

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Your favourable response to this request is very much appreciated. Thank you very much and more power.

In Christ service,

Wilson James Rama Limos
MLIS – TL Student

Noted by:

Prof. Stephen B. Alayon, RL, MEd, MLIS
Adviser